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**THE EFFECTS OF FOREIGN LANGUAGE ENJOYMENT AMONG EFL  
LEARNERS**

Dissertation Submitted to the Department of Foreign Languages in Candidacy for the LMD  
Master in English Language and Communication

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**Declaration**

I hereby declare that the substance of this dissertation is the result of my investigation due reference of acknowledgment is made when necessary to the whole of other researchers.

Zerrouk Sirine

DEDICATIONS

*The greatest thank would be to Allah who gave me power and patience to complete my work.*

*I dedicate this work to my beloved parents who gave me support and strength and walked with me the whole way from the very first day I held a pen until today.*

*To my lovely brothers each by name*

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### **Abstract**

Foreign Language Enjoyment plays a pivotal role in English as a foreign language learning because a high level of enjoyment may help learners achieve language proficiency. Communicating in English is linked to both positive and negative emotions. Inspired by the shift from negative psychology to positive psychology in foreign language learning, the present study aimed to investigate whether language enjoyment is a potential predictor of English learning. In other words, Enjoyment seems to matter more in English performance. Qualitative material collected shed light on the effects of enjoyment and how this shaped participants' decisions to pursue or abandon the study of English at Djilali Bounaama university which were interview in addition to a classroom, observation. Also that foreign language enjoyment was a predictor of willingness to communicate but foreign language classroom anxiety did not correlate significantly with students' communication. These results suggest higher levels of enjoyment may have neutralized the effects of anxiety on English learners, indicating the role of positive emotions. Implications for foreign language students as well as teachers are discussed.

**Keywords:** *foreign language enjoyment, English as a foreign language Foreign language anxiety, Willingness to communicate, Students, Teachers, Positive psychology, Language learning.*

### Résumé

La jouissance de la langue étrangère joue un rôle central dans l'apprentissage de l'anglais en tant que langue étrangère, car un niveau élevé de jouissance peut aider les apprenants à maîtriser la langue. Par conséquent, l'objectif principal de l'apprentissage des langues devrait être de l'utiliser pour la communication. Communiquer en anglais est lié aux émotions négatives et aux émotions positives. Inspirée par le changement de la psychologie négative à la psychologie positive dans l'apprentissage des langues étrangères, la présente étude visait à déterminer si la jouissance de la langue est un prédicateur potentiel de l'apprentissage de l'anglais en tant qu'une langue étrangère. La jouissance semble avoir plus d'importance dans les performances (jouissance). Les matériaux qualitatifs ; l'entretien et l'observation en classe mettent en lumière les effets de la jouissance et comment cela a influencé les décisions des participants de poursuivre ou d'abandonner l'étude de la langue à l'université Djilali Bounama. De plus, le plaisir d'une langue étrangère était un prédicateur de la volonté de communiquer, mais l'anxiété en classe de langue étrangère n'était pas significativement corrélée avec la volonté de communiquer des élèves. Ces résultats suggèrent que des niveaux de plaisir plus élevés peuvent avoir neutralisé les effets de l'anxiété sur les étudiants. Les implications pour les enseignants et les étudiants de langues étrangères sont discutées.

Mots clés : jouissance de la langue étrangère, L'anglais comme langue étrangère, L'anxiété liée aux langues étrangères, Volonté de communiquer, Étudiants, Enseignants, Psychologie positive, Apprendre une langue.

ملخص

يلعب الاستمتاع باللغات الأجنبية دورًا محوريًا في اللغة الإنجليزية كلغة أجنبية لأن المستوى العالي من الاستمتاع قد يساعد المتعلمين على تحقيق إتقان اللغة. لذلك ، يجب أن يكون الهدف الرئيسي لتعلم اللغة هو استخدامها للتواصل. يرتبط التواصل باللغة الإنجليزية بازعاج المشاعر الإيجابية والسلبية. التحول من علم النفس السلبي إلى علم النفس الإيجابي في تعلم اللغة الأجنبية ، تهدف الدراسة الحالية إلى التحقق مما إذا كان الاستمتاع باللغة هو مؤشر محتمل لتعلم اللغة الإنجليزية. بمعنى آخر ، يبدو أن الاستمتاع أكثر أهمية في أداء اللغة الإنجليزية. تلقي الأدوات النوعية المتمثلة في مقابلة و حضور و مراقبة حصة التي تم جمعها الضوء على آثار الاستمتاع وكيف شكل ذلك قرارات الطلبة لمتابعة دراسة اللغة الإنجليزية أو التخلي عنها في جامعة الجيلي بونعام. كما أن الاستمتاع باللغة الأجنبية كان مؤشرًا على الرغبة في التواصل ، لكن القلق في الفصل الدراسي باللغة الأجنبية لم يرتبط بشكل كبير بتواصل الطلاب. وتشير هذه النتائج إلى أن مستويات أعلى من الاستمتاع ربما تكون قد حيدت آثار القلق على متعلمي اللغة الإنجليزية ، مما يشير إلى دور المشاعر الإيجابية. تمت مناقشة الآثار المترتبة على اساتذة و طلبة الانجليزية كلغة أجنبية.

الكلمات المفتاحية: التمتع بلغة أجنبية, اللغة الإنجليزية كلغة أجنبية, قلق اللغة الأجنبية. الاستعداد للتواصل, الطلاب, اساتذة. علم النفس الإيجابي , تعلم اللغة.

**List of Acronyms and Abbreviations**

CVT: control-value theory

EFL: English as a foreign language

F: female

FLE: foreign language enjoyment

FLA: foreign language anxiety

FLCA: foreign language classroom anxiety

M: male

Mins: minutes

S: student

WTC: willingness to communicate



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## GENEREAL INTRODUCTION

Academic success may elicit a wide range of emotions in students, influencing their performance and determining their future paths. The way students and instructors experience emotions may have an impact on students' education. In ways that might potentially transfer into their social, emotional, and cognitive development. Thus, extending one's understanding of emotions in the foreign language classroom is definitely worth the effort. For over four decades, research on emotions has mostly concentrated on negative emotions and, more specifically, language anxiety. With the emergence of positive psychology, this scenario has transformed. Positive emotions have captured the attention of second language acquisition (SLA) scholars, language educators, and teachers in recent years (MacIntyre, & Mercer, 2014; MacIntyre, 2016; MacIntyre, Gregersen, & Mercer, 2016). Because of the crucial function it plays in the achievement setting, enjoyment needs a full exploration within the range of positive emotions experienced in the foreign language classroom. Although there has been an increase in interest in studying the function of foreign language enjoyment among students in recent years, little is known about this specific feeling from the perspective of foreign language instructors. This is quite disappointing; given instructors play an important part in the aforementioned process. As a consequence, the major goal of this study is to look into foreign language enjoyment from the perspective of FL instructors. The emotion of enjoyment is an example of a positive accomplishment emotion (Pekrun, 2006). Learners who enjoy themselves feel in charge of their success activities and/or regard the consequences of such activities as personally relevant. In this sense, learning delight may be defined as the pleasure felt when a student likes the learning material (positive appraisal) and feels he or she is competent of coping with and completing the activity at hand (control). Thus, enjoyment is seen to be crucial for the subsequent sense of satisfaction, which supplements academic achievement. Based on the assumption that achievement emotions are domain-specific, it is reasonable to say that enjoyment is associated with certain subject areas, such as learning a foreign language (FL), which appears to be the process most vulnerable to the negative impacts of negative emotions. Nonetheless, contemporary developments in positive psychology have resulted in a profusion of research aiming to highlight the relevance of foreign language learning being charged with happy emotions, and which see pleasant emotions as an amplifier and driving force behind second language acquisition. As a

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multidimensional concept, enjoyment consists of five components: emotional, cognitive, motivational, expressive, and physiological (Hagenauer, & Hascher, 2014), with the first three receiving primary focus. In the EFL context, it is reasonable to suppose that the emotive component of enjoyment relates to the sense of delight experienced while learning EFL, whilst the cognitive component refers to a positive evaluation of the circumstance in which the EFL learner is involved. As such, FLE might well be defined as the excitement and/or spontaneous joy obtained from participation in a unique and challenging foreign language activity (affective component), which arouses learners' curiosity and develops interest (cognitive component). Thus, it is reasonable to believe that enjoyment actively and positively stimulates learners in the foreign language classroom, as it may play a fundamental role in cognitive processes that are beneficial to learning in general and FL learning in particular, such as increased attention, memory, and problem solving. As a result, the motivational component of enjoyment denotes students' willingness to maintain that positive experience, driving them into action and motivating them to take on future FL challenges. According to Dewaele and MacIntyre (2014), FLE has a major effect on both intrinsic and extrinsic motivation to learn a foreign language, on expanding one's experience and the acquisition of adaptive knowledge, and on increasing students' awareness of language input. As so, it may protect against the long-term impacts of negative emotions like foreign language anxiety, which is a rather typical and largely undesirable emotion in the foreign language classroom. The two remaining components of enjoyment, physiological and expressing, encompass the physical reaction to the positive emotional experience. The critical importance of enjoyment in foreign language acquisition is based on Fredrickson's broaden-and-build theory of positive emotions (2001) and the control-value theory of achievement emotions (Pekrun, & Linnenbrink-Garcia, 2014; Pekrun, Gotz, Titz, & Perry, 2002). Foreign Language Enjoyment (FLE) is a complex feeling that encompasses interacting characteristics of difficulty and perceived ability that represent human motivation to succeed in the face of adversity. FLE may also be thought of as a psychologically positive activation condition that encourages the FL learner to take action and strengthens motivational processes. The length of FLE is not immediately apparent, but given its activity-focused character, it is a very short period of delight (lasting from a few seconds to a few minutes). What this means is that FLE can be characterized by a high degree of intensity. When it comes to the impact of FLE on academic success, there are several patterns that may be seen. First, FLE is linked to students' academic accomplishment (Dewaele, & Dewaele, 2018) as well as their foreign language competence.

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It's because a strong command of a foreign language is connected to a higher sense of control, especially when EFL students place a high value on the language they're learning. Another trend is that female students had a greater degree of FLE than their male counterparts. Finally, Gholam Khajavy and Masoud Mahmoodzadeh discovered in 2018 that FLE is an important element in predicting learners' propensity to interact (WTC). Classroom interactions, such as those with pleasant and supportive classmates, as well as EFL teachers who are enthusiastic, encouraging, and provide a range of classroom activities that learners find fascinating and difficult, positively mediate foreign language enjoyment (Dewaele, & MacIntyre, 2007).

## **1. Statement of the Problem:**

One of the main reasons that lead FLE to attract a plenty of researchers is that learners who struggle with negative emotions such as anxiety do not find solutions and are not aware to the possibility of having a better performance by focusing on FLE.

## **2. Aim of the Study:**

The present study aims to enrich our understanding of foreign language enjoyment (FLE), a positive affective factor that was introduced into the field of SLA only a few years ago and is undeniably a concept in need of further investigation. Another secondary aim is to highlight the role of teachers in increasing the level of enjoyment in the EFL classroom and decreasing the level of anxiety. Also this study goes under the objective of pointing out the effectiveness of FEL in improving learners' educational performance.

## **3. Research Questions**

. The remaining research questions were as follows:

RQ1: How does the level of FLE effect EFL learners' language learning?

RQ2: What is the relationship between students' Learning Enjoyment and FLE?

RQ3: what is the role of teachers in FLE?

RQ:4: how does FLE affect the levels of FLA in the calssrom?

## **4. Hypothesis**

In the light of the research questions, it hypothesized that Foreign Language Enjoyment plays a crucial role in enhancing the students' creativity and engagement in the EFL classroom and teachers using more authentic tools are more likely to achieve positive accomplishments in their EFL classes.

### **5. key Terminology Definitions**

In this section the main terms are given a general definition

#### **5.1. Foreign language enjoyment:**

In language learning, FLE refers to learners' endeavors to meet learning challenges and broaden their knowledge and proficiency in the classroom (MacIntyre, 2016)

**5.2. Foreign language anxiety:** Foreign language anxiety is a situation-specific anxiety arising from the uniqueness of the formal learning of foreign language, especially in low self-appraisal of communicative abilities in that language (Rodríguez & Abreu, 2003).

**5.3. Willingness to communicate:** Willingness to communicate (WTC) is the intention to speak or to remain silent given free choice (MacIntyre 2007, 2020). A dynamically changing state of communicative readiness, WTC fluctuates within and between communication events.

### **6. Structure of the study**

The study has the general introduction as an opening followed by the research problem, aims research questions, hypothesis, methodology, and last key terminology. After that it consists of three chapters; organized as follows: Chapter one constitutes a literature review, and accordingly, contains analysis of models and theoretical frameworks that have been previously introduced foreign language enjoyment field of study. This chapter contains definitions of main terms and explains viewpoints of other authors regarding the FLE. Chapter two addresses methodology. The chapter explains the research process and addresses the qualitative approach used in data collection. Moreover, methodology chapter contains explanation of research design, and the participants (sample) and a description of the data collected using both interview and observation. Chapter three constitutes discussions and findings. This chapter plays a critical role in the achievement of research aim and objectives that are mentioned previously. Findings of the literature review have been compared to primary data findings in this chapter. Also, in-depth discussions have been provided in

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relation to each individual research objective. The study is closed with a general conclusion that confirm the hypothesis in relation to the findings, it also insert recommendations for both teachers and students to promote the FLE in EFL settings, in addition to the limitations that the researcher faced during the process. After the general conclusion there are references and the appendixes.



**CHAPTER ONE: LITERATURE REVIEW**

**1.1. Introduction**

The purpose of this chapter is to look at foreign language enjoyment (FLE) as one of the most important emotional variables in the process of learning a foreign language. This chapter includes the relation between enjoyment as one of the positive activating achievement emotions, and the control-value theory. It also deals with the role of enjoyment in classroom and how this positive emotion can decrease the impact of foreign language classroom anxiety. the negative emotions experienced in the classroom such as anxiety and their impact on students' performance in EFL classroom is also mentioned as one of the factors that touches the level of enjoyment in the EFL field. It is important to point out the strategies that teacher can apply to increase the level of enjoyment and other positive emotions in order to enhance enjoyment and control the negative emotions that take over the learners in the classroom

**1.2. Emotions:**

It is crucial that Second language acquisition researchers seek for methods to help English as a foreign language students experience more positive emotion, as Pekrun(2014) and Pekrun et al(2007) discovered that experiencing pleasant emotions is associated with higher levels of attention, perseverance, and well-being. According to research, teachers' immediacy (Bolkan and Griffin 2018), community-building tasks (Dewaele and MacIntyre 2016), and the formation of a positive affective classroom atmosphere all help to reduce language learning anxiety. Researchers have also found strategies to make the lesson more enjoyable, such as utilizing the L2 as much as possible, increasing unpredictability, and keeping the session

engaging. However, there is a paucity of research on specific exercises that teachers might use in their classes to produce positive emotions like delight.

### **1.2.1. General Definition of Emotions**

Emotions are difficult to define. However, it is widely understood that an emotion is a synthesis of observations, brain activity, labeling of feelings, and behavioral responses. Scherer (2005) identified five emotional components, which are presented below in the context of L2 testing

The majority of people have similar feelings and emotions. We would naturally think of them as synonyms; two words with the same meaning. Even though they are intertwined, emotions and feelings are distinct entities.

Emotions are created subconsciously and characterize physiological states. They are usually self-contained physical responses to external or internal stimuli. Feelings, on the other hand, are subjective emotional experiences that are fueled by conscious ideas and reflections. This suggests that while we can have feelings without having emotions, we cannot have feelings without having emotions.

### **1.2.2. Educational emotions in The Educational Settings:**

Experiencing positive emotions is associated with higher levels of attention perseverance, and. There is a scarcity of research on specific tasks that teachers can incorporate into their lessons to elicit positive emotions such as hope, pride, and relief.

Emotions in education are investigated for three reasons, according to Goetz et al. (2003): their impact on learning quality, students' well-being (physical and mental status), and their involvement in socializing (peers and teachers). Emotions are thought to influence students' internal drive to learn based on enthusiasm and curiosity in learning, as well as their exterior incentive linked with achieving favorable results or avoiding bad repercussions. Emotions are also believed to facilitate the application of various learning methodologies (Goetz et al.: 2003). Furthermore, emotions can influence self-regulation strategies. Positive emotions such as enjoyment, hope, and pride are thought to contribute to internal and external motivation,

encourage the use of flexible learning strategies, and aid in self-regulation. Achievement emotions that develop in educational contexts have been discovered by Pekrun(2014) and Pekrun et al(2007). They may encourage the learner to take action or refrain from taking action (activation/deactivation), and they may occur during a learning activity or a learning outcome such as a test (activity-/ outcome-focused).

### **1.2.3. Positive Emotions**

Pleasant emotions improve learning in a variety of ways. First, they increase attention to learning tasks and may even result in a flow experience (Pekrun 2014). (Csikszentmihalyi 2013). Second, there is a link between happy emotions and intrinsic motivation (Pekrun 2014). Third, positive emotion experience is linked to the use of higher-level learning strategies (e.g., goal identification and elaboration), which promote L2 learning and performance (Pekrun and Perry 2014). Fourth, the experience of positive emotions has been linked to learning self-regulation (Schunk and Greene 2018). SRL entails learning planning, monitoring, control, and reflection. Learners who engage in these four aspects of L2 learning clearly participate more deeply in the process than learners who rely solely on teacher instruction

### **1.2.4. The Role of Positive Emotions:**

Because emotion plays such an important role in the process of learning a language, several studies (e.g., Dewaele and Alfawzan, 2018; Dewaele et al., 2019) have looked at the impact good sentiments may have in educational achievement and second language learning. Learners experience a wide spectrum of emotions in educational settings, which affect their performance and attitude. According to the findings of Pekrun et al. (2002), behavioral and psychological research in academia can improve a variety of emotions in educational settings by referring to distinct sentiments experienced by students in classes. These educational studies are important for improving learners' engagement, instructional techniques, intellectual capacity, autonomy, and educational achievement. Feelings can impact learners' performance, excitement, motivation, and professional growth in addition to influencing the social atmosphere in courses and academic contexts (Pekrun, 2006). According to Pekrun et al. (2007), educational sentiments may be characterized as tension, contentment, guilt, and so

on as a result of accomplishment results, or as feelings associated with achievement and disappointment. Other emotions than accomplishment and task demands impact learning processes, such as expectations, tiredness, fury, humiliation, and hope. In addition to enjoyment, additional feelings such as happiness, self-esteem, frustration, optimism, and exhaustion may be found in academic settings (Pekrun and Linnenbrink-Garcia, 2014; Wang et al., 2021). Positive psychology (PP) emphasizes how happiness, enjoyment, and creativity affect people (Oxford, 2016). Some research has been done on the notion of PP and its effects on people's jobs, education, and social lives (Wang et al., 2021). They also claimed that using PP in foreign language classrooms can help students build motivation, enjoyment, and perseverance, leading to long-term FL acquisition.

### 1.2.5. Achievement Emotions:

Achievement emotions are defined as emotions that are directly related to achievement activities or outcomes. While there is a growing body of literature on emotions in education, research on achievement emotions besides anxiety is still limited. The enjoyment arising from learning, boredom experienced in classroom instruction, or frustration and anger when dealing with difficult tasks are but a few examples of activity-related achievement emotions. In general, positive emotions, such as enjoyment, have been shown to correlate positively with engagement, attention, and flow while increasing motivation, effort, and academic performance (Mega et al., 2014; Pekrun et al., 2017; Pekrun et al., 2019; Schukajlow & Rakoczy, 2016). Conversely, negative emotions, such as boredom and hopelessness, have been shown to correlate negatively with the above (Pekrun et al., 2017; Pekrun et al., 2019; Peixoto et al., 2017). High-activation negative emotions, such as anxiety, can be more variable in their effects on learning and performance, but have been shown to negatively associate with attention, performance on complex tasks, and student achievement (Sotardi et al., 2020; Steinmayr et al., 2016). Achievement emotions are conceptualised as either state emotions, which occur in a specific moment, or trait emotions, which are emotions individuals tend to experience in certain scenarios. Although state emotions are more powerful predictors of these relationships, it is also valuable to investigate the trait emotional experiences reinforced in students around assessments

The table bellow shows achievement emotions that may occur in classroom:

Emotions	activating	deactivating
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Pleasant	Hope enjoyment	pride, relief
unpleasant	Anger	Hopelessness shame      anxiety boredom

**Table 01.1:** Activating/ deactivating achievement emotions

### 1.3. Enjoyment:

With the emergence of positive psychology in SLA, the profession has witnessed a major shift from a sole focus on negative emotions to considering the role of positive emotions namely, foreign language enjoyment (FLE) which refers to the state of experiencing enjoyment in learning a foreign language (Lee, 2020).

Enjoyment is a positive impression caused by positive stimuli, or a feeling of satisfaction; it is an essential component of a balanced life. This is critical because being in harmony means feeling safe, valued, and effective as a member of the group. Enjoyment is one of the most prevalent and salient positive emotions in foreign language learning experienced by language learners across different contexts. It is positively mediated by the interactions with the peers who are friendly, teachers who are humorous, supportive and encouraging, and a positive classroom environment where classroom activities are interesting and adequately challenging (Dewaele & MacIntyre, 2014;Pavelescu & Petric, 2018).

### 1.4. Control-value theory (CVT):

Achievement emotions are the results of an individual's subjective control and value assessments of activities and accompanying outcomes. The individual's control over the activity and its outcome is referred to as subjective control. The individual's perceived relevance of the activity and outcome is referred to as subjective value. Assessments that give students greater control over achieving success or avoiding failure, according to the CVT, will result in higher levels of positive emotions, such as enjoyment, and lower levels of negative emotions, such as hopelessness. Individuals may experience "higher emotion intensity with

subjectively more important success or failure," according to Pekrun (2006). (p. 320). The term "subjective value" refers to how actions and consequences are viewed. Expectancies and attributions referring to causal relationships between an achievement situation, the self, one's own achievement actions, and their results are regarded as crucial in terms of subjective control. Causal expectancies and causal attributions can both refer to the same cause–effect relationships, but from different points of view. Causal expectations are prospective beliefs about the relationships between causes and their future effects (e.g., the impact of current effort on performance at an upcoming exam). Causal attributions, on the other hand, are retro-cognitions about the causes of a specific effect (e.g., the causes of success on a recent exam). The following appraisals of control and values are thought to be significant for inducing achievement emotions.

- Situation–outcome expectancies: Situation–outcome expectations involve evaluations of external control over outcomes when there is no requirement for self action.
- Action–control and action–outcome expectancies: Action–control expectancies are expectations that an action can be launched and completed (Pekrun, 1988). Various words have been used to describe these expectations. Bandura's (1977) term "self-efficacy expectation" became the most often used.
- Total outcome expectancies: For positive outcomes, the total outcome expectancy is posited to be high when either the situation–outcome expectancy is high, or the expectancy that one can produce the outcome oneself is high. A person who expects to get money irrespective of his or her own accomplishments can hold favorable overall outcome expectancies.
- Causal attributions of outcomes: Causal attributions involve appraisals of the causes of success and failure, such as one's own actions or circumstances, rather than those of others.

### **1.4.1. The Relation between CVT and Enjoyment:**

Individual achievement emotions are thought to be influenced by the same set of elements as cognitive appraisals, situational antecedents, individual learning, and academic performance. The continued development of evaluations and accomplishment feelings in later stages of students' educational careers is most likely determined by educational settings and the student's action in these situations. Cumulative success and failure, for example, can be

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assumed to build up related achievement expectancies, which in turn influence the development of success- and failure-related emotions (see Pekrun, 1992a for corroborating evidence on failure cycles, failure expectancies, and students' test anxiety ) Enjoyment is a discrete emotion that appears to generate conceptual and measuring issues for CVT researchers in both theories. Enjoyment is a positive and activating emotion in CVT that leads to adaptive school outcomes including student engagement and achievement (Goetz et al., 2008; Pekrun, 2006). The proximal antecedents of enjoyment are high degrees of control and value evaluations (Pekrun, 2017). Eccles, on the other hand, includes enjoyment in the notion of intrinsic worth. "Intrinsic value is the satisfaction an individual gets from completing the activity or the subjective interest an individual has in the subject," Eccles and Wigfield (2002) write (p. 120).

### **1.5. Enjoyment and Second Language Acquisition (SLA):**

Pekrun (2006) developed the Academic Emotions Questionnaire (AEQ) as a self-report questionnaire to assess students' achievement emotions. Tan (2017) discovered that they reported more pleasant than negative emotions while studying. Subjects reported greater amounts of happiness, hope, and pride than any of the unpleasant emotions. Language learners with high and low achievement clearly have different emotional experiences in class.

Enjoyment in language learning is believed to help L2 learners better attend to, process and acquire a target language (Dewaele & Alfawzan, 2018; Saito et al., 2018) Over four decades, SLA researchers have investigated the role of affective variables in language learning, though the early emphasis was primarily on anxiety (Hortwiz 2010; Hortwiz et al.1986). According to Arnold (1999), the role of emotions in the process of L2 learning cannot be overstated, and the teacher who does not attend to the emotional side of L2 is mistaken.SLA researchers expanded their investigation into emotions. Méndez López (2011) and Piniel and Albert (2018) examined EFL learners' emotional journals, and Oxford (2015) examined personal narratives. As a result of their efforts, qualitative research has expanded beyond its initial focus on anxiety to include enjoyment and other emotions.

### **1.6. Foreign Language Enjoyment (FLE):**

In language learning, FLE refers to learners' endeavors to meet learning challenges and broaden their knowledge and proficiency in the classroom (MacIntyre, 2016)

### **1.6.1 A Review of FLE:**

The positive emotion of enjoyment has garnered the greatest attention since the beginning of the positive psychology movement, particularly following the release of Dewaele and MacIntyre's (2014) study. According to several research, one of the most often experienced positive emotions is enjoyment (Dewaele & Li, 2018; Elahi Shirvan & Taherian, 2018; Pavelescu & Petric, 2018). According to Boudreau et al. (2018), foreign language enjoyment is a "complex and stable emotion" that is separate from the "more superficial experience of pleasure" (p.153). FLE and FLA have been thought of as two distinct but connected dimensions.

Enjoyment plays a crucial role in human flourishing. According to her broaden-and-build theory of positive emotions, "certain discrete positive emotions, such as joy, interest, contentment, pride, and love –... share the ability to broaden people's momentary thought-action repertoires and build their enduring personal resources, ranging from physical and intellectual resources to social and psychological resources" (Fredrickson, 2001, p. 219).

FLE broaden our perspectives and may generate new thoughts or activities; they may strengthen social bonds and academic in the EFL settings. While negative emotions typically impede progress, pleasant emotions frequently accelerate it. Such a conception helps to explain both ambivalent emotions and the fact that the existence of bad emotion does not always entail the absence of happy emotion, or vice versa (MacIntyre & Gregersen, 2012b) Recent SLA research has built on newly discovered insights, and a number of studies have taken a holistic approach to investigating the psychology of foreign language learners, accounting for both negative and positive. Because positive emotions are still under-researched as Pavelescu & Petri claimed, (2018, p. 74), the purpose of this work is to add to our understanding of foreign language enjoyment (FLE) . Recently, Dewaele and MacIntyre (2014) drew attention to its function in SLA. They define enjoyment as "a complicated sensation that captures the interacting components of difficulty and perceived competence that represent the human impulse for achievement in the face of a tough task" (Dewaele & MacIntyre, 2016, p. 216). Thus, happiness is more than just enjoying something since it is tied



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to personal investment, to doing something meaningful. According to Dewaele and MacIntyre (2016)'s examination of 1742 multi-lingual's FLCA and FLE ratings, FLE is made of social and private components. While the former are associated with the environment (e.g., classroom atmosphere) and the people with whom one interacts (teachers and peers), the latter are associated with personal feelings and reactions to the learning process (e.g., FLL being fun, enjoyable, having learned interesting things or having accomplished something). Their research found that FLCA and FLE were negatively associated (Dewaele & MacIntyre, 2014), and they, too, emphasize that these should be seen as different dimensions (Dewaele & MacIntyre, 2016; see also Boudreau et al., 2018), supporting the proposal made by MacIntyre and Gregersen (2012b). Further research (Dewaele & MacIntyre, 2014) revealed that learners in general report higher FLE scores than FLCA scores.

FLE has been associated with demographic, personal characteristic, and applied linguistic variables. Although FLE is a relatively 'new' variable, its nomological network is still expanding, preliminary findings are promising for researchers in the field of positive psychology and applied linguistics.

Age, gender, and multilingualism have all been linked to FLE. Older FL learners have been reported to have higher higher levels of FLE than their younger counterparts with university students having higher levels of FLE than secondary school students. Because only a few studies have looked at FLE and age comparisons, a conclusive conclusion cannot yet be formed. The decision on gender and FLE is likewise uncertain. Several research have demonstrated that female FL learners exhibit higher levels of FLE than their male counterparts (Dewaele et al., 2016; Dewaele & MacIntyre, 2014), whereas others have found no significant differences between gender and FLE (Alezeni, 2020; Mierzwa, 2018). In terms of multilingualism and FLE, some research found a correlation between higher levels of multilingualism and larger FLE (Dewaele et al., 2019; Dewaele & MacIntyre, 2014), whereas others found no statistically significant link. Conclusions about demographic disparities cannot yet be formed because FLE has only been in the applied linguistics research arena for 6 years. Personality characteristics, emotional intelligence, and grit have also been connected to FLE antecedents. FLE has been found to be predicted by the personality qualities of social initiative and cultural empathy (Dewaele & MacIntyre, 2019). FLE and curiosity have also been demonstrated to have strong positive relationships in FL learning (Mahmoodzadeh & Khajavy, 2018). Furthermore, demand for cognition was shown to predict FLE Rezazadeh &

Zarrinabadi, 2020), and emotional intelligence was found to be marginally positively connected with FLE. Finally, grit in FL students has showed moderate to significant positive correlations with FLE. In that FLE is clearly associated with positive qualities in the nomological network, the findings from these investigations validate the basic positive psychology ideas on which FLE was based.

### **1.6.2. The historical Background of FLE:**

A special issue of the journal *Studies in Second Language Learning and Teaching* published in 2014 brought positive psychology into SLA. In this journal, language experts including Jean-Marc Dewaele, Sarah Mercer, and Peter MacIntyre advocated for a shift in SLA research to focus on positive emotions. In light of the Broaden-and-Build Theory of positive emotions (Li et al., 2018), this trend in the corpus of research on emotion is highlighted by a departure from a language anxiety-based tendency in SLA research, and includes glimpses of the holistic perspective of negative and positive emotions combined (Oxford, 2016). Since then, a great deal of research has focused on positive emotions associated with learning a second or foreign language. Enjoyment was one of the key positive emotions highlighted (MacIntyre and Mercer, 2014; Pavelescu and Petric, 2018). However, researchers in general, and more recently in SLA in particular, have shown that enjoyment is the most interesting factor.

The most basic definition of FLE begins with a distinction between enjoyment (Dewaele and MacIntyre, 2014). Enjoyment is described as the pleasant feelings that arise from going beyond one's homeostatic bounds and stretching oneself to achieve new experiences, especially when confronted with difficult activities. Pleasure, on the other hand, is described as the pleasant sensation that arises when one's homeostatic needs (such as physiological comfort, sex, and hunger) are satisfied hedonically (Dewaele and MacIntyre, 2016). In other words, Seligman and Csikszentmihalyi (2000, p. 46) define enjoyment as a sensation of novelty and achievement that promotes long-term health and personal growth (Seligman and Csikszentmihalyi, 2000). Recent FLE research has showed an interest in the dynamic mechanisms of the construct and how they vary within an individual or within a group in order to get a better understanding and contribute to foreign language teaching, learning, and evaluation (e.g., Dewaele and Dewaele, 2017; Boudreau et al., 2018; Elahi Shirvan and

Taherian, 2018). The dynamic system theory (DST), which has enriched second language acquisition, has enlightened such investigations, and has increasingly, brought evidence that learner and teacher emotions change consistently and dynamically as a function of interacting internal and external factors that may cause long-term changes.

Individual variations have been investigated in light of DST, along with the dynamic shift in second/foreign language learning. Emotions have been regarded as dynamic, context-dependent, and emergent (Ushioda, 2015; Larsen-Freeman, 2016). The fact that language learners are not ergodic ensembles, which means that group statistics cannot be extended to the individual, has emphasized the importance of individual characteristics in SLA (Lowie and Verspoor, 2019). As a result, growing research methodologies in DST have affected and enhanced recent FLE research (for a review of these methods see Hiver and Al-Hoorie, 2019). Several research have sought to investigate the dynamic characteristics of FLE using these methodologies (e.g., Dewaele and Dewaele, 2017, 2020; Boudreau et al., 2018; Elahi Shirvan and Taherian, 2018; Elahi Shirvan and Talebzadeh, 2018a, b, 2020; De Ruiter et al., 2019; Talebzadeh et al., 2019).

Dewaele and Dewaele (2017) investigated variations in FLE over time using a pseudo-longitudinal approach. They used a dynamic method to achieve this goal. these researchers discovered that learner-based and teacher-based characteristics predicted FLE the least. During a semester in a standard English course, Elahi Shirvan and Taherian (2018) employed a latent growth curve modeling technique to investigate the growth and shifting patterns in 367 students' FLE. The significance of the intercept and slope variances for FLE demonstrated variability of individuals' growth in FLE over the study time, even if the subjects' FLE rose considerably during the semester. Furthermore, the initial level FLE was unable to anticipate its rise during the course of the semester.

### **1.6.3. The Components of FLE:**

As a multifaceted concept, enjoyment encompasses five components: affective, cognitive, motivational, expressive, and physiological (Hagenauer, & Hascher, 2014), with the first three receiving primary focus. In the FL context, it is plausible to suppose that the effective component of enjoyment relates to the sensation of delight experienced when learning a FL, whilst the cognitive component refers to a favorable appraisal of the circumstance in which

the FL learner is involved. As such, FLE might well be defined as the feeling of excitement and/or spontaneous enjoyment received from participation in an unique and challenging foreign language activity (affective component), which piques learners' interest and arouses their curiosity (cognitive component). Thus, it is reasonable to believe that enjoyment actively and positively stimulates learners in the foreign language classroom, as it may play a fundamental role in cognitive processes that are useful for learners in general and FL learning in particular, including such increased attention, memory, and problem solving (Fredrickson, 2001; Fredrickson, 2004; Pekrun, 2011; Oades-Sese, & Lewis, 2014) As a result, the motivational component of enjoyment indicates the students' willingness to sustain that positive experience, driving them into action and inspiring them to pursue future FL challenges. According to Dewaele and MacIntyre (2014), FLE has a significant impact on both intrinsic and extrinsic motivation to learn a foreign language, on expanding one's experience and the acquisition of adaptive knowledge, and on increasing students' awareness of language input. As so, it may guard against the long-term impacts of negative emotions like foreign language anxiety, which is a rather typical and usually undesirable experience in the foreign language classroom. The two remaining components of enjoyment, physiological and expressing, encompass the physical reaction to the positive emotional experience.

### **1.6.4. The Effect of FLE on EFL Learning:**

A variety of tendencies can be seen in the effects of FLE on academic achievement. First, FLE is positively related to students' academic achievement and proficiency in a foreign language (Dewaele & Dewaele, 2018). It is because good command of a foreign language is associated with greater control perception, particularly when EFL learners attribute value to the FL they study (Piechurska-Kuciel, 2017). Gholam Khajavy and Masoud Mahmoodzadeh discovered in 2018 that FLE is an important factor in predicting learners' increased willingness to communicate (WTC). Foreign language enjoyment is positively mediated by classroom interactions, such as with friendly and supportive peers, as well as with FL teachers who are positive, encouraging, and provide a variety of engaging and challenging classroom activities (Dewaele, & MacIntyre, 2014; Pavelescu, & Petric, 2018). In this vein, two dimensions of enjoyment can be distinguished: FLE related to the teacher (teaching practices, support, positive attitude, teacher's recognition) and FLE related to the FL classroom atmosphere (peer interaction, positive atmosphere, positive engagement) (Li, Jiang, &

Dewaele, 2018). FLE- private coalescing around personal progress and development in the FL- is another dimension that can be added to the two aforementioned, but no less important.

Overall, FLE is a desirable emotion that serves as a driving force for the FL learning process by resulting in higher academic achievement, increasing motivation, and possibly acting as a protective function against negative emotions. As a matter of fact, FLE is an educationally relevant emotion that may be considered necessary for all learners to realize their full foreign language potential. In this sense, it can and should be regarded as a legitimate, multipurpose 'tool' for language learning, and its importance cannot be underestimated. What emerges is a complex picture of foreign language enjoyment, an underestimated and underexplored emotion that might make learning a FL more effective and acquisition of a EFL greatly facilitated.

### **1.6.5. The Role of FLE in EFL classroom:**

The role of enjoyment in foreign language learning is based on Fredrickson's broaden-and-build theory of positive emotions (2001) and the control-value theory of achievement emotions (2001). (Pekrun, & Linnenbrink-Garcia, 2014; Pekrun, Gotz, Titz, & Perry, 2002). Foreign Language Enjoyment (FLE) is defined as "a complex emotion that captures interacting characteristics of challenge and perceived ability that reflect human drive for success in the face of difficult tasks" in terms of its conceptualization (Dewaele, & MacIntyre, 2016, p. 216). FLE can also be thought of as a psychologically positive activation condition that encourages the FL learner to take action and strengthens motivational processes. The duration of FLE is not immediately apparent, but given its activity-focused nature, it is a relatively short period of enjoyment (lasting from a few seconds to a few minutes). What this means is that FLE can be characterized by a high degree of intensity.

Indeed, when it comes to the function of positive emotions in EFL, enjoyment is commonly described as one of the sentiments that are frequently used to express the satisfaction of a pastime, work, school, or project. When one accomplishes an activity or acquires something, one feel the fulfillment and pleasure (Dewaele and Macintyre, 2014). People characterized enjoyment as a sense they feel when they perform something that pushes them beyond their existing capabilities, according to Seligman and Csikszentmihalyi (2000). Boudreau et al. (2018) define second language enjoyment as an internal experience that is independent of

outward satisfaction. In addition to the growth of self-esteem in successful learning, which is defined as a sense of dignity and individual worth, the significance of enjoyment in effective learning is highlighted (Walden, 2009). When someone finds they have produced positive achievements on their own, excitement and pride develop (Tiedens et al., 2000). Happiness, according to Pekrun's control-value theory, is a motivating feeling that increases your chances of success. The researchers discovered that pleasure is associated with a bodily reaction that is widely felt and exhibited naturally during joy experiences. enjoyment was an important factor in predicting increased willingness to communicate (WTC)

### **1.6.6. FLE and Willingness to Communicate:**

One of the main goals of foreign language (FL) teaching is to prepare students to speak in the target language (MacIntyre et al., 1998). Therefore, teachers need to help learners gain communicative competence (Khajavy et al., 2016). However, achieving competence does not always result in willingness to communicate (WTC). One definition of WTC is that it refers to “a readiness to enter into discourse at a particular time with a specific person or persons” (MacIntyre et al., 1998, p. 547). WTC has long since been a popular variable in applied linguistics and has recently been examined alongside FLE in a handful of studies. Studies have overwhelmingly found large positive correlations between FLE and WTC, which lead Dewaele (2019) to conclude that FL teachers may boost WTC in the FL classroom by creating a positive environment in which FLE may flourish.

WTC is defined as "a readiness to enter into discourse at a specific time with a specific person or persons, using an L2" (MacIntyre et al., 1998, p. 547). WTC in a foreign language is considered more variable than L1 WTC because L2 learners are presented with a variety of communication opportunities. WTC varies from one FL student to the next, according to research. It changes over time and in different linguistic contexts (MacIntyre et al., 1998). Students are subject to internal and external factors over which

When McCroskey and Richmond established the WTC construct, it was previously thought to be a personality-based attribute in first language (L1) (1991). Personality characteristics are thought to be constant across settings. Baker and MacIntyre (2000) also claimed that WTC is a trait-like tendency. In other words, people's communication habits are the same regardless of the communication setting. In the 1990s, researchers began to investigate WTC in an L2 environment.

Several researches investigated the possible influence of the FLE notion on WTC among second language learners. Khajavy et al. (2017) revealed that FLE determined EFL learners' WTC. Students' WTC levels improved as a result of their enjoyment. FLE has been linked to the WTC of EFL students in a recent study. Despite the fact that academics have begun to investigate the impact of happy emotions in WTC, the number of studies is still limited. It is unclear if FLE influences L2 WTC of EFL learners in diverse socio-educational situations.

### **1.6.7. Foreign Language Enjoyment (FLE) and Foreign Language Anxiety (FLA):**

Foreign language classroom anxiety is defined as “a distinct complex of self-perceptions, beliefs, feelings and behaviors related to classroom learning arising from the uniqueness of the language learning process” (Horwitz et al., 1986, p. 128). FLA is often researched in conjunction with the FL classroom variables of WTC, academic achievement, and self-perceived achievement, and as such. With the increase in research that has focused on the associations between FLE and FLA, it not surprising that FLE research was extended to examine WTC, academic achievement, and self-perceived achievement

A rising number of research employing various second language (L2) learners have examined the relationship between FLE and FLA in both local and international educational contexts (Dewaele & MacIntyre, 2014, 2016). Dewaele and MacIntyre (2014) found a substantial negative connection between FLE and FLA in a large research encompassing 1,740 FL learners from throughout the world. A detailed assessment of the individuals' FLE and FLA scores indicated that the two dimensions are not diametrically opposed entities. According to the study, a student may not experience delight yet still have no level of FLA. In other words, it is not unusual for a student to feel both low levels of enjoyment and low levels of anxiety at the same time (Dewaele & MacIntyre, 2014). Research revealed that students with much higher FLE and lower FLA had a higher level of multilingualism and advanced proficiency. Dewaele et al. confirmed these findings (2018). The dynamic relationship between FLE and FLA was the subject of a study by Boudreau et al. (2018). The participants were a small group of 10 college-age English-speaking students learning French as an L2. Participants were required to complete oral tasks while being video recorded. The researchers examined the correlation between FLE and FLA for each participant and the fluctuating relationships between FLE and FLA. There was a complex correlation between FLE and

FLA. In some cases, FLE and FLA moved closer to each other, while in others they were further apart. Both acted separately.

### **1.6.8. Teacher's Role in FLE:**

The teacher's role in the foreign language classroom is not constrained to transmitting linguistic information to students, disseminating knowledge of grammatical structures, and educating about EFL culture, etc . It is significantly more critical than that. Teachers are responsible for maintaining the emotional content of the classroom, fostering a positive environment in the FL group, promoting strong social bonds among peers, and, ideally, teaching with enjoyment, optimism, and passion (Dewaele et al., 2018).

Drawing on positive psychology principles, Dewaele et al. (2019) asserted that the positive mental states that EFL students experience in English language classes may favorably affect the

ir academic behaviors. Li et al. (2020) also maintained that students' positive emotions caused by teachers can positively influence their academic behaviors.

### **1.6.9. Teaching Strategies to Raise The Level of FLE in EFL Classroom:**

According to Jenny Fulton (2019), teachers are required to use strategies to keep learners' enjoyment level high, and consequently have a positive effect on their performance and outcome. The strategies that Jenny Fulton suggested are as follows:

- **Beginning the lesson with an interesting fact:** Besides waking up the brain and getting it ready to engage in the rest of the lesson, these facts also give the students fun ammunition to use against the adults in their life as a way to show off their smarts.
- **Exude enthusiasm and engagement:** Enthusiasm is contagious and, at the very least, entertaining to watch. if the teacher shows excitement and engagement with the topic, the students will automatically show interest, interact with the teacher, and will enjoy the class
- **Encourage meaningful and relevant connections:** teacher cannot keep students engaged in the long term, Instead, he or she needs a way to bring them into that enthusiasm. One way to do this is to make it relevant and meaningful to them.



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- Plan for short attention spans: planning short activities that reinforce the lesson and keep the minds of the students moving, will keep the students engaged.
- Address different learning styles and intelligences: It's impossible to give each student what they most need. However, including a variety of activities that touch all types of learners ( auditory/ linguistic, visual-spatial, bodily-kinesthetic..Etc) will surely give everyone at least one thing that works for them.
- Converse with students: instead of just giving the facts, the teacher should think of this whole-class presentation time as a conversation with students.
- Turn lessons into games: Students learn best and are most engaged when they are having fun. With this concept in mind, more attention has been given to the benefits of playing games in the classroom.
- Turn lessons into stories: Storytelling is another highly engaging strategy to use in the classroom. This practice, which has been around since the beginning of history as we know it, engages both the emotional and logical areas of the brain. With multiple areas of the brain being activated, the hearer is better able to engage with and remember the information embedded within the story.
- Maintain close proximity and eye contact: Students are more likely to be engaged when their teacher makes eye contact with them and stands in close proximity. If they know that he/she is circulating and is making eye contact with them on a regular basis, they will maintain their level of engagement and enjoy feeling that someone is paying attention to them.
- Offer choices: Students, like most people, enjoy the opportunity to have choices. They like knowing they have control over some aspect of their learning. Having choices puts the student in the driver's (or passenger's) seat. This responsibility means that they're no longer merely recipients who can mindlessly sit back and enjoy the ride. Instead, they are responsible for sitting up, taking notice, and making intentional decisions about which direction their education will take. Choices can come in the form of deciding which topic they want to learn about, how they want to learn it (which activities they want to do), or how they want to present what they have learned.

### **1.7. CONCLUSION**

The present chapter aimed to explore enjoyment in the foreign language classroom, which requires a full analysis due to its vital role in accomplishment settings among the gambit of other positive emotions experienced in the EFL classroom. we investigated the relationship

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between FLE and three individual difference variables in this chapter (FLA, WTC, and academic achievement). The study found that FLE was associated with lower FLA, higher WTC, higher academic accomplishment, and higher self-perceived achievement in the FL classroom. These positive correlations supported a fundamental concept of positive psychology: happy emotions, such as FLE, have a widening power that can equip FL learners with the resources they require to meet the unique challenges of FL learning.

## **CHAPTER TWO: METHODOLOGY**

### **2.1 Introduction:**

This chapter describes the research design in which each title is introduced with its content, the participants; in other words the sample of students who volunteered to take part in the interview and attended in the observation, and the tools used in data collection. It also presents the data collected from the interview and observation.

### **Methodology and Tools**

The study followed a qualitative approach in order to answer the research questions mentioned above, the tools that are used in this process are an interview with EFL university students, and a classroom observation in an oral session. Qualitative instruments allow us to gather exact data on the field of FLE, because they enable us to examine the participants interactions and emotional states

### **2.2. Research design:**

This part is devoted to present an overview of the research design and methods employed in the study. The study followed a qualitative approach using two different instruments which are an observation and a structured interview. The main focus of this study is to gain a deep understanding of enjoyment during foreign language classroom instruction, the purpose of qualitative research is to examine the level of enjoyment by going into the participants naturalistic setting to get a comprehensive understanding of it (Bryman, 2004) in the following section we will present the participants, and the data analysis process. These instruments were chosen in order to answer the research questions. For the interview it was chosen because it enabled us to have a closer view into the impression of the participants about the questions, and concerning the observation it helped to note down the interaction between students and their mates and with the teacher

### **2.3. Participants**

This study carried out on Djilali Bounaama University, department of English, the interview was addressed to 10 male and female students (M=5 – F=5 ), age ranging between 19 and 23 from different labels due to the fact they study EFL as a specialty and have experience with

the language and the purpose of the investigation , the sample was small in the interview because the interview was to obtain much information about students emotional experiences in the process of learning English, and the effect of enjoyment on motivation and academic achievement. In the other hand oral session was chosen for the classroom observation instrument because participants have a bigger chance to show activity and interact with the teachers so that the relationship between the participants emotional state and teacher can be visible.

### **2.4. Instruments**

Both interview and classroom were used as qualitative instruments to collect data in this study

#### **2.4.1. The interview**

The participants volunteered to participate in a period of time of 5 minutes interview in which they were asked seven questions consisted of three parts, the first part was focused on the participants enjoyment and EFL classroom, the second part is about the teacher's role and effect on the participants enjoyment and anxiety in the classroom, the last part is about the impact of enjoyment on the participants performance. The interview questions (see appendix A)

#### **2.4.2. The observation**

The observation was dated on march in Djilali Bounaama university, department of English, it was scheduled in Dr. Zahaf's oral session with the 1<sup>st</sup> masters' students of English the objective of the observation was to gather clear data on how do students interact in classroom and what are the factors that make them enjoy the session and what do make them feel the opposite and how does the teacher effect the learner's enjoyment level.

### **2.5. Data collection**

The Data collected from the interview and the classroom observation was as follow:

#### **2.5.1 Interview data collection**

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The participants are met outside the classrooms in order to allow them to talk freely about what they enjoy most

### Participants' answers:

Students	Interview questions
	Q1 :why do you enjoy learning English as a foreign language?
S1	I find it everywhere all my friends speak with it my friends even from other countries
S2	Because it is international
S3	I enjoy it because it helps me to communicate with others
S4	I enjoy learning English because it is international and easy
	I enjoy the English language because I love talking in English
S6	I hear it everywhere and it feels good to know much about a foreign language
S7	it is the first language in the world and it give more opportunities
S8	for me it is an easy language to learn
	I enjoy it because it was my dream
S10	I enjoy it because it is fun
	Q2:What is the module that you enjoy most, why?
S1	I enjoy linguistics. I find it interesting, enjoyable, and bring new information
S2	The module I enjoy is ICC because I love discovering cultures
S3	I enjoy e-learning because it has a relation with technology
	I like oral classes because is easier and more fun
S5	I enjoy all the modules because each one contains a new adventure
S6	Academic writing because it teaches me new academic skills which I can use in all other modules and in my future career
S7	The module I enjoy is linguistics, because it is more scientific and concrete than theoretical

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S8	Research methodology is what I enjoy because I feel that it helps me to evaluate
S9	I enjoy is the oral communication because I feel free to talk and express what I can't write
S10	I enjoy is the oral communication because I feel free to talk and express what I can't write
	Q3: what are the methods that teachers use to make you enjoy their session?
S1	I like teachers who use effective numerous methods and keep bringing new ones , and simplify the lessons with clear explanation. They make me want to attend all sessions and participate
S2	For me the best method of teaching is the narrative method because we can imagine what the teacher tells
S3	The teacher has big role in our performance this is why they have to be careful and use more effective methods that help us to focus and understand the lessons
S4	A good teacher is who gets close to the students and interacts with them I really enjoy talking to the teacher about the lesson instead of just writing the information
S6	The teacher should bring new methods and interact with students creates an enjoyable atmosphere
S7	I enjoy when teachers bring new methods and communicate with us and who are fun and strict at the same time
S8	The teacher should make students enjoy the session by allowing them to ask questions and interact with them and have well organized and prepared lessons
S9	If the teacher knows exactly how to grab his students attention and make the learning process enjoyable then the students will never have negative feelings
S10	Teacher can make the session enjoyable by giving the students a chance to discuss the topic If the teacher is too strict and boring he will leave a negative impression on students
	I enjoy a teachers session when they are comprehensive
	Q4: How and why teacher leave a negative emotional impression in you?
S1	The boring teachers who explain like robots and doesn't let us discuss make want to leave the session
S2	I hate teachers who keep us silent and don't give us a chance to participate. I feel angry when I don't give my opinion about the topic we are supposed to be in university now we can have debates

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S3	The teachers who are not active make me feel bored
S4	The worst type of teacher are those who just care about serving the information as it is without making efforts
S5	I feel stressed when teachers don't allow questions and they keep saying that we don't have time for discussion
S6	A boring teacher is who doesn't bother to explain the lesson and comes late
S7	I wouldn't enjoy the session if the teacher doesn't treat us with respect and doesn't help us understand the lessons in many ways
S8	The teacher who make me hate the session is who doesn't get close to us
S9	The teacher who is messy and doesn't study the lesson before coming shows that he is giving us random information related to the session
S10	The teacher who makes us feel that we know more than him and doesn't accept correction by the students is a failure
	Q5: Do you feel anxious during class? If yes, how do teachers deal you're your situation?
S1	No I don't have classroom anxiety
S2	Sometimes I feel anxious when I am not well prepared to present a topic. some teachers keep supporting me to talk and give me initiating sentences, and some other teachers make it worse when they cut me off and ask me to go back to my place
S3	I feel anxious when the teacher doesn't give me attention in front of my classmates. I feel better when the teacher notices my struggle and helps me with an idea
S4	I feel anxious sometimes. The teachers don't notice it
S5	I only feel anxious when the teacher starts yelling at me
S6	I feel anxious when i go to te board and face the audience. If the teacher starts helping me with some words I feel better
S7	I don't have anxiety in class but sometimes I stress out when the teacher keeps interrupting me
S8	I feel anxious when the teacher makes me feel that I am wrong with his facial expressions
S9	No I don't feel anxious
S10	I feel anxious in front of my classmates when the teacher picks me randomly to answer a question

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	Q6: Does enjoyment affect your academic performance? Explain.
S1	Yes I participate more in the sessions that I enjoy that the ones that I don't, I inter to the class with a desire to study and I can focus better
S2	Of course I do much better in the modules that I enjoy
S3	Obviously I cannot perform well in the modules I don't enjoy it feels impossible to memories the information.
S4	I try to do my best in all modules even if I hate them
S5	enjoyment has an impact on my marks if I don't enjoy the module I don't revise it at all
S6	Yes, enjoyment has a role , if I don't enjoy a session I won't attend it anymore
S7	Yes I don't attend boring classes I try to study them by my self
S8	Yes I feel that I perform better and have good marks when I enjoy the sessions
S9	Yes enjoying the process of earning is half of the achievement ; enjoying means loving the subject and studying it by heart
S10	Enjoying affects my academic performance positively
	Q7: What are the games and activities that you enjoy doing during the class?
S1	Oral presentations, Games, and puzzles are so much fun to enjoy the class and learn at the same time
S2	Listening and speaking is what I enjoy most because I take and give in the same time
S3	I enjoy home works because I like discovering the lesson and gathering new information by myself.
S4	I enjoy most group works and oral presentations.
S5	I enjoy most watching videos to hear native speakers and group work because it makes me feel connected with my classmates and that is have a role in the class
S6	Long oral conversations are the most enjoyable practice in the class because it gives us the courage to communicate better inside and outside the classroom and it affects all the academic aspects
S7	I enjoy the spoken activities they give me chances to exchange information and interact with the teacher and students
S8	I enjoy any activity that has to do with oral such as presentations and discussing different topics
S9	For me listening to songs and short movies are the activities that I



	enjoyed most
S10	I prefer working alone at home in order to evaluate myself better when I see the correction in the class

**Table 2.2. Participants’ answers to the interview questions**

### **2.5.2. Classroom Observation Data collection:**

In the following I will present the data collected from the second tool of this study which is classroom observation.

About 10 mins before the teacher comes, most students were inside the classroom some of them were chatting in English, some were discussing the topics they had chosen in the previous session to present in the test, and the rest sat in their chairs silently in the back

I picked a table in the back of the classroom in order to see all the students when they go to the board. The vision was clear. Once the teacher came in at 10:35, all students sat in their places and the silence took over the room. The teacher started her session with a greeting followed by the question “are you ready?” The students replied in excitement “yes we are” except those who were sitting in the back

The teacher began with a quick reminder of the tasks: the students had to choose a task from the following: - free three mins thesis presentation – an interview with the teacher about a topic – ITL test. She also reminded them that the main purpose of this test is to examine their language use, communication skills, and information they present

The first student to raise a hand to go to the board was a girl in the first table. Just like most of the students she has chosen the free three mins thesis. She was fast, confident, and she spoke fluently. The teacher appreciated her performance which made the student smile and sit waiting for her to call out their names

The first 20 students showed the same confidence in their presentation. There were three males among them. The rest hesitated and their faces exposed their fear and shyness. Also they were slower and had to recheck their documents continuously to avoid errors. Some students couldn’t finish their thesis on time.

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11 students had to choose the interview because they had not prepared a thesis, and some others preferred a conversation with a teacher other than just presenting. Very few students took time to think about the answers and kept their eyes fixed to the ground, the teacher noticed their behavior and immediately she managed to remind them to look at her, and change the type of the questions for them so they can reply which affected them positively

Those students who were sitting in the back found it very hard to go to the board, their voices were very low and their language was not formal it was clear that they didn't want to be noticed because they were anxious about their presentation. The teacher didn't make any negative reaction she kept asking them to repeat their answers and make it louder and she corrected their errors gently, she even asked them fewer questions than the others because it was very clear that they were shaking in stress

During the presentations I could hear some whispers here and there the students were asking each other about their topics and complimenting the ones who finished presenting. Whenever the teacher notice the noises she said:” PLEASE KEEP SILENT YOU ARE INTERRUPTING YOUR FRIENDS“ the students apologized for the noises the made and tried to focus more o the board

In the end of the session all students thanked the teacher before leaving the room and they left in laughter talking about how good they performed and asking each other if they made any mistakes.

### **2.6. Conclusion**

This chapter presented the research design, the participants, the instruments, and finally the data collected using the interview and observations as tools for this study. The data collected is a reflection of the students' emotional experience during the sessions and their opinions about the effect of enjoyment on them as learners of English.

## **CHAPTER THREE: DISCUSSION AND FINDINGS**

### **3.1. Introduction**

In this chapter, the data collected from the interview and the observation is discussed, in the interview students' answers represent an honest description of their feelings and level of enjoyment during classes, and the observation is a mirror of their spontaneous direct interactions during the oral session. The findings are studied showing the outcome of the discussion and the possible reasons and effects of each variable.

### **3.2. Discussion**

In this section, the main findings of the study are discussed.

#### **3.2.1. Interview discussion:**

The first question (see appendix a) examined levels of WTC, among EFL students. As communication has been linked to proficiency in the FL, and as some theories maintain that the only effective means of acquiring a language is through active communication (Robson, 2015; Sato, 2020; Swain, 1995; Zhang et al., 2018), this large correlation between FLE and willingness to communicate has practical implications. Participants reported high levels of WTC in English. These results are not surprising because new generation students in Algeria generally are often reported to engage in English, due to their influence by western culture, and their shift from French to English in their daily life; from reading books to watching movies, playing video games, and even communicating as bilinguals. All the students included that they study English because they use it to communicate either with their Algerian or with friends from other countries through social media. In addition, some students gave a clear statement that they study English because it is an easy language to learn, it appeared that there is a category of students who do not like to make efforts in the process of learning, they feel stressed when it comes to hard work.

The second question (see appendix a) was based on students' learning styles. We see learning styles and class participation as statistically significant impacts on students' enjoyment level. Class participation, however, has a weak negative impact on enjoyment level. The majority of students reported that they enjoy oral communication according to their answers, students

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experience enjoyment while learning a foreign language once the atmosphere in the classroom is positive and the teacher is in a direct connection with them, the students found the oral communication sessions the only place where they communicate freely and express their thoughts and opinions some others students preferred culture and literature for the amount of new information they receive they showed in their answers that they loved discovering other countries they enjoyed more listening to the teacher telling them about the topic instead of talking about it, in other words they enjoyed the easy way of getting information and they trusted the teacher to afford them with what they need.

The third and fourth questions; (see appendix a) served the hypothesis that claims that teachers have a crucial role in FL learners' enjoyment. All students agreed that they enjoy the lesson when the teachers allow them to communicate and express their thoughts and ask questions, they prefer to sense the connection between them and the teacher, also they can have that connection only when the teacher asks to pay attention to their academic and emotional state by allowing the communication, 2 students added that the teacher should be strict with the time and classroom they don't enjoy the teachers who give the lesson and leave, it is clear that the teacher who has this method wouldn't mind the noises, the lack of participation students' comprehension and performance, which will leave negative impression. All participants mentioned in their answers on the third question, that they enjoy most when teachers bring new methods of teaching to avoid boredom. on the other hand students complained about the teachers who don't allow them to ask questions, share ideas, give opinions about the topic, suggest new information, and teachers who do not care about the students in terms of understanding the lessons, in other words teachers who don't use different way to explain to the lessons and guarantee that all the students fully understood, leave negative emotions especially boredom and stress on the students

The fifth question about foreign language anxiety. It does seem that either an increase in FLE or a decrease in FLA may result in a positive spiral in the FL classroom. 8 participants stated that they have this negative emotion and usually rises during their oral performance when they don't have answers or when the teacher puts them under pressure like asking them suddenly, or when they are not sure about their answers and the teacher makes them feel wrong as the one of the students stated

The sixth question serves the research aim where the participants were asked if enjoyment affects their educational performance. FLE and academic achievement were found to have a

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moderate positive correlation. A higher FLE is associated with higher academic achievement in the FL classroom as well as a higher self-perception of that achievement. No moderators were found to affect the relationship between FLE and academic achievement, 2 participants denied the effect of enjoyment arguing that they should do their best to get good grades even if they have negative emotions during some lessons. The rest 8 participant agreed on the fact that enjoyment affects their learning and performance, 2 participants stated that if they do not enjoy a lesson they don't attend which means that they would not learn it at all. Supporting the previous statement other participants said that the more they enjoy the lessons the better they perform in it. According to the 9<sup>th</sup> participant enjoying means loving the subject and studying it by heart, this means that enjoying learning is half of the process

The seventh question considered suggesting activities to make the session more enjoyable. 2 participants preferred working alone and the rest agreed on communications and group work because according to the participants they enjoy sharing ideas with each other and discussing the topics; it helps them feel that they are effective members in the classroom and helps them express what they can't write. The participants enjoyed the connection they make with their mates and teacher while doing activities and games. Few participants preferred listening activities to benefit from the native language speakers the listen to and learn better from them. Some participants preferred the games that allow them to squeeze their brains like puzzles because they enjoy challenge

All in all, the participants focused in their answers on the relationship with their teacher and how the teacher affects their learning, their answers showed that their enjoyment and good performance in addition to their communication in and outside the classroom are correlated. Talking about anxiety the participants stated that teachers have the ability to reduce the level of FLA or do the opposite according to their methods and treatment. Lastly the activities and games can reduce the negative emotions in the classroom and rise the levels of enjoyment for all students.

### **3.2.2. Classroom Observation Discussion:**

During the observation Enjoyment in the EFL classroom was associated with lower anxiety, greater willingness to communicate in the target language, higher academic achievement, and a higher self-perception of achievement for EFL learners. It was clear that the students have a connection among them. They all communicated using English language, the way they were

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asking each other about their topics and reasons to choose it before the teacher comes in showed their interest in learning new things. The teacher entrance with a smile and greeting showed left a smile on all faces, and excitement to start the test with no fear of the teacher's reactions and behavior. When the test started the students didn't seem to ignore the ones presenting on the board the researcher even noticed some of them noting down the new facts. On the other hand the students' confidence in presenting implies that they have already experienced this process with the teacher and that they already know that the teacher will welcome their mistakes and will not interrupt and corrects them gently. Some students looked at the ground while presenting and answering the teacher which leads to conclude that they felt stressed and anxious while presenting. The teacher managed to raise their confidence meant two things; first the teacher focused on both information and performance, and the emotional experience the students were going through, second, her easy and soft ways of treatment show that she wanted to help them get rid of the negative feelings they had and replace them with positive emotions by cooling the environment and making it closer to their preferences.

Indirectly the teacher gave many lessons to the students with this methodology. First, she wanted to let the learners know that they can gather data about any topic independently and that the teacher is just a guide. There are several known strategies for decreasing FLA in the EFL classroom, such as applying self-driven learning (Dupuy, 1997) teachers who employ these strategies for lowering FLA may therefore reasonably expect a subsequent increase in FLE, which may in turn yield an additional decrease in FLA.. Second, by keeping the rest of the students silent she taught them to respect each other and appreciate their efforts. Third, giving them multiple choices helped each student to reach the purpose according to their different learning styles. Fourth her helping the students to continue and giving them appropriate expression showed that she will be there when they need her help but they cannot be dependent on her all the time

Those students who were sitting in the back had foreign language anxiety, when they went to the board they could not speak loud and had many errors during speaking, but the teacher normalized their mistakes and encouraged them to continue after the first minute they gained more energy and had spoke louder and looked at the teacher from time to time to help them finding a proper word that expresses the idea which Enjoyment in the EFL classroom was associated with lower anxiety, greater willingness to communicate in the target language,

higher academic achievement, and a higher self-perception of achievement for EFL learners. Indeed, we have argued in previous publications that the relationship between FLE and FLA is most likely circular, as the lessening of anxiety can lead to greater enjoyment in the FL classroom, which in turn lessens anxiety (Botes et al., 2020a, 2020b)

To sum it up, the connection between students created a joyful environment to both normal students and those who had anxiety. It can be argued that at the graduate level, students tend to study more independently. However, the teacher had the biggest role in her students' performance because she was present with them in many aspects; her aid raised the enjoyment and helped learners reach achievement

### **3.3. Findings**

The categories that emerged from our data analysis are presented in four sections: positive effects of enjoyment, negative effects of anxiety, negative effects of teachers' negative method and positive effects of teachers' positive method. This last one is presented with its corresponding subcategories: language teaching awareness, language teaching strategies and developing motivational strategies. These three perspectives are aimed at presenting a richer and more complete picture of the diversity of responses found students' emotional experiences. According to the participants of the present study, students experience enjoyment while learning a foreign language once the atmosphere in the classroom is positive and the teacher laughs, has got a positive attitude to teaching creates the foreign language classroom into a positive and emotionally safe place. Students in the study, emotions were positive because they helped them think about their role as language learners, made them realize those areas they needed to work on and, most importantly, made them reflect upon their responsibility as language learners. From the data collected over the interview in addition to the classroom observation, it implements us with conclusive responses which provide our hypotheses more effectiveness. Which estimate that, on the off chance that students of English have a significant and a high level of enjoyment, they will be ready to confide in their own capacities which thusly will build their degree of positive achievement. In other words, the more students enjoy the sessions and show their abilities the more they achieve better results and enhance their performance during the learning process .moreover, the effect of enjoyment

on learning. In addition to the factors that promote the learners abilities Thus, the significant role the teacher plays to reveal their capacities and to reinforce their abilities to speak and share and create a joyful atmosphere. As a result, the researcher comes with considerable results. Regarding the student's interview, Students have shown that they are aware of the importance of their performance and skills and that they are conscious about its role to reinforce the performance. We implied that the oral session module is a favorable module to the students, since they have to speak without being judge or noted and the most important thing is it is the place where we discover the student's ways of thinking. In this regard, the student's interview revealed that the majority of the students have a good level at English and most of them if not all participate in the oral activities. Despite of the fact that they had different answers, but they all agreed on one thing .which is the major role that the teacher plays in enhancing their abilities and motivates them. Thus, the positive healthy environment the teacher is creating in order to make the learning process more enjoyable and helpful. The results have also shown that students with high enjoyment levels are more fluent speakers and tend to participate more than students with anxiety. Consequently, they improve and develop more. concerning the observation the teacher tried to make the students feel free to speak and learn in a good atmosphere and they devoted time to raise their enjoyment level since she is familiar with the student's weaknesses and has an experience in teaching the oral expression module, she realizes the importance of enjoyment and motivation in successive speaking and learning in general .it requires time and efforts but eventually will maintain good results. It is clear from the findings that teachers notice the development of the students and she checks their progress through the activities to detect the problem and fix it with more practice. Therefore, the obtained results proved the hypotheses suggested by the researcher at the Beginning of this research work The first one which confirmed that enjoyment plays a crucial role en learning English as a foreign language. The second one is that enjoyment can affect the level of anxiety in the classroom. And the last is that teachers using effective methods and activities to create an enjoyable environment are more likely to find positive results with theirs students

### **3.4. Conclusion**

The present study has involved an investigation of positive emotion (enjoyment) combined with negative emotion (anxiety) and their relationship with EFL among university-level students in Algeria, which is an underexplored context. The last chapter provides a simple idea and detailed description about the objectives of this research and the research tools used



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to collect data. And strongly support the importance of enjoyment as an affective factor in enhancing learners' achievement. Moreover, the current chapter implement some recommendations on how to raise and develop students' enjoyment .it also shed light on the significant role of FLE and its relation to the EFL, and the role of the teacher in raising the awareness and encouraging students to feel more confident and secure so that they can share their ideas freely, the findings showed that participants had higher levels of enjoyment than anxiety. In addition, the study confirmed the active role of enjoyment as an important positive emotion in EFL construct. The impact of anxiety on learners was not salient, however, because it did not predict students' performance. High levels of enjoyment may have neutralized the impact of anxiety on students together with the potential effects of learner individual and situational factors, which have not been accounted for in this study. Therefore, future research could be used to examine the potential role of other constructs such as grit, combined with other negative emotions such as boredom, on learners' learning in various contexts

## GENERAL CONCLUSION

The present study seeks to investigate the role of foreign language enjoyment in enhancing EFL learning since learners desire to master the English language. The main goals of this study are to enrich EFL learners' understanding of foreign language enjoyment (FLE) and to highlight the role of teachers in increasing the level of enjoyment in the EFL classroom and decreasing the level of anxiety. Also this study goes under the objective of pointing out the effectiveness of FLE in improving learners' educational performance, to raise the awareness about the importance of enjoyment and its effect on the students' learning process. Yet, it is not an easy task. It requires time and effort by both teachers and students. This study sake to answer these research questions: how does the level of FLE effect EFL learners' language learning? What is the relationship between students' Learning Enjoyment and FLE? What is the role of teachers in FLE? And how does FLE affect the levels of FLA in the classroom? The main hypothesis of this study is Foreign Language Enjoyment plays a crucial role in enhancing the students' creativity in the EFL classroom and teachers using authentic tools achieve positive accomplishments in their EFL classes. Investigating the factors that promote the EFL; The study took place at Djilali Bounaama university of Khmis Miliana. The researcher opted for an interview classroom observation as a tool to collect data. The current work was divided into three chapters (chapter one: literature review, chapter two: methodology and tools, chapter three: discussion and findings). The data were gathered through our two main tools. The interview was addressed to the varied levels EFL students and the observation concerned the first year master students in order to prove our hypotheses. On the light of what have been stated throughout the study, the obtained results confirmed our hypotheses. In other words, when students trust their abilities and their self-esteem the more they improve their oral performance and their learning development. Furthermore, the teacher plays a big role in reinforcing their trust and abilities by providing the friendly positive atmosphere and the right strategies and practices in class. Raising the awareness about the importance of self-esteem in enhancing the speaking skill is very affective in order to skip and solve the obstacles through a better achievements. The positive findings revealed in this study show that students with high FLE levels are better proficient English learners. And students who have lower levels of anxiety and break the fear bridge and shyness tend to speak more with freedom because they enjoy sharing their ideas without the fear of being judge or

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misunderstood. To help students approve this latter, this study concluded that the teachers have the greatest impact on all students' emotions not only enjoyment; therefore teachers are required to imply more authentic and enjoyable methods. The students do not enjoy any type of methods, they also seek for the effective methods that help them perform better and encourage them to take out all the positive abilities to accomplish the positive achievement they seek. Teachers can negatively affect their student's emotional state, consequently they negative effects touch their performance and learning. For this matter teacher need to be more aware to the energy the spread and the way they treat their students. In fact instructors should always seek for ways to get rid of the negative emotions and anxiety the students carry in the classroom.

As research recommendations, we recommend the following to teachers:

First of all teachers should accept student's mistakes and encourage any idea suggested by the students, congratulate them for the least effort done to break their silence. Also, provide the students with a positive feedback encourage and advise them, by enhancing their linguistic skills and communicate with them. The teacher should give everyone the chance to take part in the session so they don't feel bored of being the receiver. Moreover, all contributions or answers are welcome and even if sometimes it is already given (by other classmates). In addition to that, all views and visions are appreciated to make the student feel good about his contribution and participation and like to participate more often. Using enjoyable strategies and interesting activities to make the student involved and interested. Furthermore, encouraging them to feel good about themselves despite their mistakes. It will help them to be opened toward mistakes and accept the fact that everyone make mistakes. Teachers should advise students to be more self-confident and to trust their abilities. Regarding foreign language anxiety Teachers can discuss mistakes openly with their students, make them aware of this by giving them pieces of advice. Or, using techniques to make them speak and defeat this obstacle. Encouragement, praising and motivation are keys factors as well and attracting their attention to the fact that as foreign language learners it is quite normal to make mistakes. Besides, giving the students tips to boost their enjoyment, and ask them to interact with other students frequently. And give them the chance to speak without interruption. We strongly recommend strategies to help them improve their skills. This in return helps a lot in improving their proficiency, as the proverb says practice makes perfect. Likewise, it is a crucial psychological factor that influences the speaking skill in particular and all skills in general.

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Therefore, teachers should take into account integrating the psychological factors in their lesson plans so as to help students face these problems as a first step towards enhancing their speaking and conversational skills.

Hence, they will not be afraid from participation in the classroom. It facilitates communication and breaks barriers. Enjoyment encourages students to get more involved in interactions; thus, they will practice more. So we should work on heaping praise and encouraging any single contribution from any student to nourish this emotion .enjoyment in the very first lectures in addition to the teacher's positive feedback. Teachers must also design average students to lead group works and accept their views to have less involvement as a teacher in directing their speeches. And to use a very chatty student as a model for the oral expression lesson because student like imitation and find it easy.

As for the students we recommend the following:

Students need to trust their abilities in order to develop and succeed and enhance their oral performance and learning in general. We recommend practice as an effective tool to be more familiar to the language and to get used to it. Having friends from foreign countries is very helpful to reinforce the speaking skill and the linguistic baggage in addition to the language barrier .this will help the student to practice the language and break the shyness and fear. Students should accept the critics and judgment to achieve a positive outcome. Getting feedback from their selves helps them to build more confidence. Yet, Students should help themselves with visuals, songs, films to increase their speaking performance. Create their own enjoyable environment either alone or with their classmates. Students should not wait for the teachers to provide them with the easiest methods of teaching, instead, they should detect what they enjoy most I each module and focus to used that for their own good. Student must not feel ashamed for making mistakes because it is human nature.

. The present study has limitations. First, FLE was self-reported and may possibly not reflect the actual levels of each construct among participants because self-reports have some degree of generalizability (Dewaele, 2018). Therefore, the results of this study should be interpreted with caution. The outcomes of the current study cannot be generalized to all Algerian EFL university students. Third, the study did not account for important variables that could have influenced the findings. More specifically, students' FLE could have been the result of the interaction of a number of learner individual characteristics, such as L2 confidence, learner

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beliefs, and international posture (Yashima, 2002), as well as situational factors including students' experiences in the classroom.

Therefore, future studies should examine the interactive effects of positive and negative emotions as well as a number of individual and situational factors on students' FLE. Such studies may help depict a picture of how the simultaneous interaction of multiple factors affects students' learning experiences.

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**APENDIX A**

**The interview questions:**

6. why Do you enjoy studying English as a foreign language in university?
7. What is the module that you enjoy most, why?
8. In your opinion, what are the methods that teachers use to make you enjoy their session?
9. How and why teacher leave a negative emotional impression in you?
10. Do you feel anxious during class? If yes, how do teachers deal you're your situation?
11. Does enjoyment affect your academic performance? Explain.
12. What are the games and activities that you enjoy doing during the class?

**APPRNDIX B**

**The classroom observation:**

**University:** Djilali Bounaama university

**teacher:** dr. Zahaf

**Grade:** Master1

**Session:** Oral communication

**Number of students:**38

**date:** 21<sup>st</sup> march 2022 **10:30**

**Topic:** oral test

Mode of teaching	Teacher's activities	Students' activities	Interaction settings	Physical setting
. Competency based approuce .collaborative approach .	. Ask questions . Order the students . Give hints . Keep the silence .encourage students to start presenting	. Present in the board . Answer to questions . Participate .Note down the information	. Formal Informal . Teacher to students . Students to teacher . Students to students	Students movement before the teacher arrives Students movement after the teacher arrives Students facial expressions before and

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	Limit the presentation time			during the presentation Teacher's facial expression when the students are wrong and when they are right
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