



**HACETTEPE ÜNİVERSİTESİ**  
**EĞİTİM BİLİMLERİ ENSTİTÜSÜ**

Department of Foreign Language Education  
English Language Teaching Program

EXPLORING THE LINK BETWEEN ANXIETY, ENJOYMENT, AND  
ACHIEVEMENT IN FOREIGN LANGUAGE CLASSES

Zekiye ÖZER

Ph.D. Dissertation

Ankara, 2020

With leadership, research, innovation, high quality education and change,

*To the leading edge... Toward being the best...*



# HACETTEPE ÜNİVERSİTESİ EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Language Education  
English Language Teaching Program

EXPLORING THE LINK BETWEEN ANXIETY, ENJOYMENT, AND  
ACHIEVEMENT IN FOREIGN LANGUAGE CLASSES

YABANCI DİL SINIFLARINDA KAYGI, KEYİF ALMA VE BAŞARI ARASINDAKİ  
İLİŞKİNİN İNCELENMESİ

Zekiye ÖZER

Ph.D. Dissertation

Ankara, 2020

## Acceptance and Approval

To the Graduate School of Educational Sciences,

This dissertation, prepared by **ZEKİYE ÖZER** and entitled “Exploring The Link Between Anxiety, Enjoyment, And Achievement İn Foreign Language Classes” has been approved as a thesis for the Degree of **Ph.D.** in the **English Language and Teaching** in the **Department of Foreign Languages Education** by the members of the Examining Committee.

Chair	Prof. Dr. Arif Sariçoban	Signature
Member (Supervisor)	Assist.Prof. Dr. İsmail Fırat Altay	Signature
Member	Prof. Dr. Nuray Alagözlü	Signature
Member	Prof. Dr. İsmail Hakkı Mirici	Signature
Member	Assoc. Prof. Özkan Kırmızı	Signature

This is to certify that this thesis/dissertation has been approved by the aforementioned examining committee members on 17/12/2020 in accordance with the relevant articles of the Rules and Regulations of Hacettepe University Graduate School of Educational Sciences, and was accepted as a **Ph.D. Dissertation** in the **Program of** English Language and Teaching by the Board of Directors of the Graduate School of Educational Sciences from ...../...../.....

Prof. Dr. Selahattin GELBAL  
Director of Graduate School of Educational Sciences

## **Abstract**

The present study critically examines the relationship between foreign language enjoyment, foreign language anxiety, and language achievement in the Turkish context. This research is designed to investigate the role of positive emotions in the field of language education. The current study is carried out in the spring term in the 2019-2020 academic year. Participants are 233 fifth-grade students studying at a state secondary school. In this study, a mixed-method research design is adopted. The quantitative part of the study is conducted by using two questionnaires, which are Foreign Language Enjoyment scale and Children's Foreign Language Anxiety Scale. Qualitative data is collected by using semi-structured interviews and reflective journals. A total of 12 students participate in the qualitative phase of the study. Data is analyzed through descriptive and inferential statistics, as well as content analysis. It is found that students experience a high level of enjoyment and a moderate level of anxiety in their English classes. No significant difference exists between FLE and gender. On the other hand, the results indicate that gender is a significant determinant of FLA. It is also revealed that teacher strictness is a factor associated with both FLE and FLA. Moreover, a negative correlation is detected between anxiety and enjoyment. One of the most important findings of the study is that FLE is a predictive factor for language achievement. The qualitative results indicate that language anxiety and language enjoyment stem from self, teacher, and classroom environment.

**Keywords:** foreign language anxiety, foreign language enjoyment, positive psychology, foreign language teaching

## Öz

Bu çalışmanın amacı, yabancı dilde keyif alma, yabancı dil kaygısı ve başarı arasındaki ilişkiyi Türkiye bağlamında incelemektir. Pozitif psikoloji çalışmaları hız kazandıktan sonra, yabancı dil eğitiminde pozitif duyguların önemi ile ilgili çalışmaların ihmal edildiği gözlenmiştir. Bu nedenle, bu çalışma pozitif duyguların dil öğrenimi sürecinde ne derece etkili olduğunu ortaya çıkarmak amacıyla düzenlenmiştir. Bu çalışma 2019-2020 eğitim öğretim yılı bahar döneminde yapılmıştır. Katılımcılar, bir devlet ortaokulunda okuyan ortaokul öğrencileridir. Bu çalışmada karma yöntem araştırma deseni benimsenmiştir. Çalışmanın nicel kısmı Yabancı Dil Keyif Alma Ölçeği ve Çocukların Yabancı Dil Kaygısı Ölçeği kullanılarak 233 öğrencinin katılımı ile yapılmıştır. Nitel veriler ise 12 öğrenci ile yapılan yarı yapılandırılmış görüşmeler ve yine bu öğrencilerin iki haftada bir yazdığı yansıtıcı günlükler kullanılarak toplanmıştır. Veriler, tanımlayıcı ve çıkarımsal istatistiklerin yanı sıra içerik analizi yoluyla da analiz edilmiştir. Öğrencilerin İngilizce derslerinde yüksek düzeyde keyif aldıkları ve orta düzeyde kaygıya sahip oldukları görülmüştür. Yabancı dilden keyif alma ve cinsiyet arasında önemli bir fark tespit edilememiştir. Öte yandan sonuçlar, cinsiyetin yabancı dil kaygısının önemli bir belirleyicisi olduğunu göstermektedir. Ayrıca öğretmen otoriterliğinin hem keyif alma hem de kaygı ile ilişkili bir faktör olduğu ortaya çıkmıştır. Çalışma sonuçları kaygı ile keyif arasında negatif bir ilişki olduğunu ortaya çıkarmıştır. Yabancı dil öğrenmekten keyif alan öğrencilerin İngilizce derslerinde daha başarılı olduğu görülmüştür. Nitel sonuçlar, dil kaygısının ve yabancı dilden keyif almanın kişisel, öğretmen ve sınıf ortamı ile ilgili faktörlerden kaynaklandığını göstermektedir.

**Anahtar sözcükler:** yabancı dil kaygısı, yabancı dil öğrenmeden keyif alma, pozitif psikoloji, yabancı dil öğretimi.

## **Acknowledgements**

I would like to offer my sincere gratitude to my supervisor Assist. Prof. Dr. İsmail Fırat Altay for his endless support and guidance.

I would like to express my most profound appreciation to Prof. Dr. Arif Sarıçoban for his guidance and belief in me. He encouraged me to finish my thesis and supported me at times when I was desperate and impatient.

I would also like to thank my supervising committee members Prof. Dr. Nuray Alagözlü, Prof. Dr. İsmail Hakkı Mirici, and Assoc. Prof. Dr. Özkan Kırmızı for their help and constructive feedback during my research study.

I am very thankful to Scientific and Technical Research Council of Turkey (TÜBİTAK) for their support under 2211-A National Ph.D. Scholarship Program.

Many special thanks to the students who voluntarily participated in this study. Without their effort and presence, this would not have been possible. Moreover, I want to express my gratitude to both the administration and teachers of Milli Egemenlik Ortaokulu for their support and collaboration with me throughout the data collection process.

I am grateful to my friends for their endless support throughout the study. First of all, I would like to thank my dear friend Tuğçe Yıldız whose friendship means a lot to me, for her continuous friendship and understanding. I also owe special thanks to my friends Dr. Reyhan Aslan and Res. Assist. Ayşe Gök who are always there when I need it. I am especially grateful to my friend Eylem Perihan Kibar who helped me translate the scale. I also wish to thank Assist. Prof. Dr. Sümeyra Bağatur Haspolat for her kind-heartedness. Thank you so much for inviting me to stay in the warmth of your home in my time of need. I cannot leave Tamer Altınkaya without mentioning who kept me going on. Thank you for being kind and supportive to me.

I also owe great gratitude to Cafer Arslan and Nilüfer Arslan. I cannot thank you enough for being my “second” family. I am very thankful for all that you have done for me. I have experienced an example of unconditional love, and it will never be forgotten. I especially thank Yasemin Arslan for being my unbiological

sister. I'll forever be grateful for the full support you provided me when I needed it. You will always have a special place in my heart.

Most importantly, I would like to express my deep sense of gratitude to my family. Special thanks to my mother and my father. Annecim ve babacım, without your support and encouragement, I could not have completed this study. Thank you for your trust and love. Thank you for standing by me throughout my life. Ablacım, thank you for encouraging me to follow all of my dreams and for helping me make them a reality. Thank you for your profound belief in my abilities. I am very lucky because I have such a great sister. Canım kardeşim, your motivation and encouragement made it possible for me to finish this thesis. I do owe many thanks to you for being there for me whenever I felt depressed and anxious. I am so glad I have you in my life. I am grateful to my older brother, who always supported me with his best wishes. Abicim, thank you for your assistance during the data collection process. You have contributed to this study more than you could imagine. Canım ailem, sizi çok seviyorum. Whenever I decided to quit, you did not let me. This dissertation stands as an expression of my gratitude for your unconditional love and encouragement.

Finally, I would like to express my most profound appreciation to all people who provided me with encouragement and patience throughout this project.

*This dissertation is dedicated to my beloved family,  
who have been a constant source of support in my life*



## Table of Contents

Abstract.....	ii
Öz.....	iii
Acknowledgements .....	iv
List of Tables .....	ix
List of Figures.....	xi
Symbols and Abbreviations.....	xii
Chapter 1 Introduction.....	1
Statement of the Problem .....	1
Aim and Significance of the Study.....	5
Research Questions.....	7
Assumptions .....	7
Limitations.....	8
Definitions .....	9
Chapter 2 Literature Review.....	11
Positive Psychology .....	11
Emotions in SLA.....	20
Foreign language enjoyment.....	27
Anxiety .....	39
Foreign Language Anxiety .....	41
Commination Apprehension .....	43
Test Anxiety .....	44
Fear of Negative Evaluation.....	44
Sources of Foreign Language Anxiety .....	45
Studies on Foreign Language Anxiety .....	47
Chapter 3 Methodology .....	62
Research Design.....	62

Setting and Participants .....	65
Instruments .....	71
Data collection .....	75
Data Analysis .....	80
Chapter 4 Results.....	83
Results of Quantitative Data Analysis .....	83
Research question 1. What is the FLE level of Turkish EFL students? .....	83
Research question 2. What is the FLA level of Turkish EFL students? .....	86
Research question 3. Does the level of FLE and FLA vary according to gender? .....	88
Research question 4. Does the level of FLE and FLA vary according to teacher strictness? .....	90
Research Question 5. What is the relationship between FLA and FLE? .....	92
Research question 6. What is the relationship between FLA, FLE and achievement? .....	92
Results of Qualitative Data Analysis .....	95
Research Question 7. What are the sources of FLE and FLA for students? ....	96
Chapter 5 Conclusion, Discussion and Suggestions .....	120
Discussion on FLE levels of Turkish EFL students .....	121
Discussion on FLA level of Turkish EFL students .....	123
Discussion on gender effect on FLE and FLA levels.....	126
Discussion on the effect of teacher strictness on FLE and FLA .....	128
Discussion on the relationship between FLA and FLE .....	129
Discussion on the relationship between FLA, FLE and achievement.....	131
Discussion on the sources of FLE and FLA for students.....	132
Conclusions .....	135
Summary of the Study.....	135
Pedagogical Implications .....	138

Suggestions for further research .....	145
References .....	147
APPENDIX-A: Personal Information Form .....	173
APPENDIX-B: Foreign Language Enjoyment Scale .....	174
APPENDIX-C: Children's Foreign Language Anxiety Scale .....	175
APPENDIX-D: Interview Questions .....	176
APPENDIX –E: Reflective Journal Template.....	177
APPENDIX-F: Normality Test Results .....	178
APPENDIX-G: Consent Form.....	179
APPENDIX-H: Ethics Committee Approval .....	180
APPENDIX-I: Ethics Committee Approval .....	181
APPENDIX-J: Declaration of Ethical Conduct .....	182
APPENDIX-K: Thesis/Dissertation Originality Report.....	183
APPENDIX-L: Yayımlama ve Fikrî Mülkiyet Hakları Beyanı .....	184

## List of Tables

Table 1	<i>The number of participants attending the study</i>	66
Table 2	<i>The number of participants attending the qualitative phase of study</i>	68
Table 3	<i>The distribution of participants according to their performances</i>	69
Table 4	<i>Demographic information of participants</i>	70
Table 5	<i>The details about the collection time of reflective journals</i>	79
Table 6	<i>Descriptive statistics for normality test</i>	80
Table 7	<i>Data analysis summary</i>	82
Table 8	<i>Descriptive statistics for FLE levels of participants</i>	83
Table 9	<i>Descriptive statistics for components of FLE scale</i>	84
Table 10	<i>Descriptive statistics for items of FLE scale</i>	85
Table 11	<i>Descriptive statistics for FLA levels of participants</i>	86
Table 12	<i>Descriptive statistics for components of FLA</i>	86
Table 13	<i>Descriptive statistics for items of FLA scale</i>	87
Table 14	<i>Independent sample T-test results for gender effect on FLE</i>	89
Table 15	<i>Independent sample T-test results for gender effect on FLA</i>	89
Table 16	<i>Descriptive statistics for teacher strictness</i>	90
Table 17	<i>One-way ANOVA results for the effect of teacher strictness on FLE level</i>	90
Table 18	<i>One-way ANOVA results for the effect of teacher strictness on FLA level</i>	90
Table 19	<i>The correlation between FLA and FLE</i>	92
Table 20	<i>A standard multiple regression analysis results for the best predictor of language achievement</i>	93
Table 21	<i>A standard multiple regression analysis results for the predictors of language achievement</i>	94
Table 22	<i>Codes in relation to FLE</i>	96
Table 23	<i>The sources of FLE-self among students</i>	97
Table 24	<i>The sources of FLE atmosphere among students</i>	101
Table 25	<i>The sources of FLE teacher among students</i>	104
Table 26	<i>The codes in relation to FLA</i>	109
Table 27	<i>The factors related to FLA-self</i>	110
Table 28	<i>The factors related to FLA-teacher</i>	114

Table 29 *The factors related to FLA-atmosphere*..... 117

## List of Figures

Figure 1. Types of mixed-method research design .....	63
Figure 2. The sampling process of study .....	68
Figure 3. Data collection tools .....	75
Figure 4. Data collection process .....	79

## **Symbols and Abbreviations**

**EFL:** English as A Foreign Language

**FLE:** Foreign Language Enjoyment

**FLA:** Foreign Language Anxiety

**FLCA:** Foreign Language Classroom Anxiety

**FNA:** Fear of Negative Evaluation

**MoNE:** Ministry of National Education

**P21:** Partnership for 21<sup>st</sup> Century Skills

**SLA:** Second Language Acquisition

## **Chapter 1**

### **Introduction**

The present study aims to scrutinize the foreign language enjoyment (FLE) and foreign language anxiety (FLA) among the students studying at a state secondary school in Turkey. This introductory chapter begins with the statement of the problem. Then, the aims and significance of the study are presented by focusing on the gap in the existing literature. After that, this chapter introduces the research questions to which the study seeks to answer. Following this part, the study's assumptions and limitations are presented to shed light on further studies. The remaining part of this chapter deals with the definitions of the terms addressed throughout the paper.

#### **Statement of the Problem**

Today's modern world is different from previous centuries in a number of respects. In the current century, people have experienced dramatic changes in fields including technology, economy, science, and art. People need to make reform in education in order to keep up with the times and adapt people to the constantly changing world (Saavedra & Opfer, 2012). To put it other way, Partnership for 21st Century Skills (P21) suggests, in the 21<sup>st</sup> century, the issue of educating individuals who can survive in this global world has received considerable attention on the grounds that training academically successful learners who satisfy the needs of rapidly changing world (P21, 2014). For these reasons, 21<sup>st</sup>-century learner skills constitute a significant area of interest within the field of education (P21, 2014; Wagner, 2008).

According to researchers, learning a foreign language is also one most important 21st-century skills that are necessary to be successful in today's global world (P21, 2015). As with the other education fields, language education needs to be organized according to 21<sup>st</sup>-century requirements because people are supposed to use the language to establish effective communication. Within this respect, Cruz and Orange (2016) stated that "taking into consideration that pupils may create and express themselves through languages, we may consider that languages learning is the basis for professional success in the 21<sup>st</sup> century" (p.2).



Moreover, since it is expected to train individuals as global citizens, learning a language at this age becomes more of an issue. Because of this, the matter of specifying the factors, methods, techniques, and tools that can enhance the foreign language learning process has received considerable critical attention (e.g., Chan & Wu, 2004; Dörnyei, 1994; Gardner & MacIntyre, 1993; Matsuda & Gobel, 2004).

In a well-known book titled “How to be a more successful language learner,” authors introduce the first chapter by stating, “You, the language learner, are the most important factor in the language learning process.” This statement clearly indicates the importance of identifying the learner variables such as personality, motivation, and attitude while teaching a foreign language to increase students’ success and engagement in class.

In line with the role of learners in the language education process, there is a large number of published studies (e.g., Green & Oxford, 1995; Oxford, 1990; Reid, 1987; Yang, 1999) focusing on the relationship between cognitive variables such as learning styles, intelligence, and aptitude and foreign language learning. So far, however, very little attention has been paid to the role of emotions foreign language learning process (Imai, 2010). Commenting on this issue, Swain (2013) uses “elephants” as a metaphor to describe the lack of studies on emotions in language education by stating that “emotions are the elephants in the room—poorly studied, poorly understood, seen as inferior to rational thought” (p. 11).

Commenting on the effect of emotions on foreign language learning, Garrett and Young (2009) present that “affect & emotion are terms that have been in the shadows of discussions of classroom foreign language learning, where the primary focus has been on the development of knowledge and use of the language” (p.209). In the same vein, Dewaele and Dewaele (2017) draws our attention to the issue that although there are previously published studies indicating the importance of positive emotions in second language acquisition (henceforth SLA), for many years, this phenomenon has been surprisingly neglected and it has been only handled with the topics such as motivation and acculturation.

Moreover, despite the importance of positive emotions, the research to date has tended to focus on the role of negative emotions in foreign language education rather than positive ones. In his recent study, Dewaele (2020) explained the underlying reasons for ignoring the role of emotions in the field of SLA. The author classified those reasons under four headings. The first reason is due to the fact that the measurement of emotions directly is impossible. The second one is related to the dynamic nature of emotions and their interaction with different factors. The third reason is mentioned as “self-perceptions of emotions can cover very different time windows, ranging from very short periods (seconds) to slightly longer periods (minutes up to an hour) and much longer periods (weeks to months)” (p.208), for this reason, it is difficult to decide the appropriate period to measure emotions. The final reason is related to the question “whether researchers should focus on the peaks and lows or just on the average” (p.208).

Existing literature on emotions in language education has focused on mostly negative emotions (Dewaele & MacIntyre, 2014). Numerous studies have attempted to explain the relationship between language learning and anxiety, which is mostly discussed negative emotion in the field of language acquisition (Argaman & Abu-Rabia, 2002; Chastain, 1975; Cheng, 2002; Horwitz, Horwitz, & Cope, 1986; Kleinmann, 1977). Up to now, surprisingly, far too little attention has been paid to the role of positive emotions in foreign language teaching and learning process (Dewaele & MacIntyre, 2014). Accordingly, much uncertainty still exists about the relationship between positive emotions and foreign language education.

As stated previously, to teach foreign languages in accordance with the requirements 21<sup>st</sup> century, increasing the quality of language education is a major area of interest among the researchers (Ortega, 2013). Therefore, exploring the emotions of learners, who are the essential ring of the chain, during the language learning process should be the primary concern of researchers, educators, and policymakers to meet the necessities of the time.

As described on the previous page, in today’s world, training students to have 21<sup>st</sup>-century skills are among the primary concerns of educators, policymakers, and stakeholders (Saavedra & Opfer, 2012). It is widely accepted that 21<sup>st</sup>-century education needs to develop competent students in social,

emotional, and intellectual aspects (Binkley et al., 2012). When considered from this point of view, basic tenets of positive psychology “align strongly with the ethos of whole-student learning in 21<sup>st</sup>-century schooling” (Waters, 2011, p. 76). After the emergence of positive psychology and in light of recent studies revealing how positive emotions enhance learning, it is becoming extremely difficult to ignore the significance of positive emotions in the language education field. Positive psychology deals with the factors contributing to human well-being (Seligman, 2002). Learning a foreign language can be accepted among those factors because it plays a role in the personal development process.

For this reason, much of the current literature on foreign language learning pays particular attention to positive emotions (Güler, 2018; MacIntyre & Gregersen, 2012; MacIntyre & Mercer, 2014). Enjoyment is one of the most commonly discussed emotions in the literature that recognize the role of positive emotions on foreign language education (Dewaele & MacIntyre, 2014). Researchers attempted to evaluate the relationship between FLE and different variables such as achievement in a foreign language, gender, age, and anxiety (Dewaele & Dewaele, 2017; Dewaele et al., 2016; Dewaele & MacIntyre, 2014; Piechurska-Kuciel, 2017).

FLA is a significant area of interest within language education (Horwitz, 2010; MacIntyre & Gardner, 1991; Saito & Saminy, 1996; Young, 1986). Numerous studies have attempted to explain whether language anxiety impacts learners’ language performance (Aida, 1994; Horwitz et al., 1986, MacIntyre & Gardner, 1991; Liu, 2006; Oxford, 1999; Saito & Saminy, 1996; Young, 1986). Data from those studies suggest that language anxiety has a considerable effect on the language learning process. However, research has not yet determined whether there is a positive or negative relationship between FLA and achievement. Although some researchers confirm that anxiety has a negative role in the language learning process (Aida, 1994; Saito & Saminy, 1996; Young, 1986), there are studies indicating that anxiety can have a positive effect on learners’ achievement (Liu, 2006; Oxford, 1999).

Recent groundbreaking work published by Dewaele and MacIntyre (2014) has established that we need to discuss both positive and negative emotions at the same time to gain a clear understanding of their effects on the language

learning process. They suggest that the absence of positive emotion does not refer to existence of negative emotion or vice versa. To clarify, although one loves learning a foreign language and enjoys during the activities, s/he can feel anxious during the language classes. It can be inferred that a certain amount of anxiety might be beneficial for learners since it keeps them motivated to learn further. That is why it is essential to examine the sources of positive and negative emotions in the course of language instead of focusing on the existence of a specific emotion (Dewaele & MacIntyre, 2014). In the same way, Prior (2019) articulated that “any emotion can be facilitative or restrictive, motivating or demotivating, adaptive or maladaptive. To fully engage with emotion in language research and teaching requires a focus on context and a willingness to simultaneously embrace ‘joy’ as well as ‘pain’” (p.522).

In line with the new trend, which is the effect of positive emotions in foreign language learning research, this study explicitly shows the emerging role of foreign language enjoyment and foreign language anxiety on students’ performance in a foreign language. Moreover, this study seeks to obtain data that help address the relationships between the factors such as gender, achievement, teacher strictness, enjoyment, and anxiety that students experience in the course of language.

### **Aim and Significance of the Study**

In the language education field, negative emotions affecting learning, in comparison with positive emotions, are mostly scrutinized by the researchers (Dewaele & Dewaele, 2017; Dewaele & MacIntyre, 2014). This study is designed to bring together positive and negative emotions in language learning, explore their determinants, and determine their effect on language performance.

Learning a foreign language, as indicated previously, is a fundamental property for people to be successful not only today but only in the future (Cruz & Orange, 2016). Therefore, language teaching policies should be updated to meet the ultimate expectations of people. Changing the techniques, methods, and materials used in language education could be beneficial as a first step; however, it does not satisfy the expectations of the global world in the long term.

It is known that even if students get training in the same classroom with the same materials, their learning outcomes may be different from each other. A possible explanation of this situation is that learning performance is dependent on affective and cognitive factors (Garrett & Young, 2009; Oxford, 1990; Reid, 1987). Hence, identifying those factors has a pivotal role in explaining the differences in students' success levels and finding appropriate solutions to cover the expectations from the language teaching process.

Returning briefly to the issue of emotions in language learning process, this study focuses on learners who experience FLE and FLA while learning English. The central concern of the present study is to investigate the relationship between FLE, FLA and foreign language achievement in Turkish context.

Moreover, this study is designed to find out whether there is any difference in FLE and FLA levels of male and female students. The relationship between teacher strictness and students' emotions is scrutinized. What is more, in this study, the other factors that determining levels of FLE and FLA of Turkish students learning English as a foreign language (EFL) are investigated.

In light of the purposes above stated, there are several important areas where this study makes an original contribution to the language education field. First of all, when the existing literature is analyzed, it is seen that there is little published data on FLE and its impact on language performance. It is hoped that this research will contribute to a deeper understanding of the role of FLE in the language learning process. In addition, no previous study has investigated FLE levels of secondary school students in the Turkish context. This work, consequently, will generate fresh insight into the emotions of Turkish EFL learners.

The current study, therefore, expands limited research on FLE by pairing it with FLA. That is why the study presented here makes an essential contribution to the literature by providing a more profound understanding of FLE and FLA. The findings should make an important contribution to the field of SLA by identifying the determinants of positive and negative emotions among EFL students. In this way, this study provides an important opportunity to design a better learning environment by considering the factors shaping students' emotions.

In addition, the importance and originality of this study are that it provides a valid a reliable scale for measuring FLE in the Turkish context by translating the scale into Turkish. Understanding the link between FLE, FLA, and achievement helps us find new techniques or methods that foster students' enjoyment during the foreign language learning process so that they can be more successful. That is why the findings of the current study will provide some pedagogical implications for teachers, students, stakeholders, and researchers to enhance foreign language learning in the Turkish context.

### **Research Questions**

As previously stated, this study deals with FLE and FLA of Turkish EFL students and the relationship between those emotions different variables, including gender, achievement, and teacher strictness. The correlation between learners' emotions and their language performances is also investigated. Furthermore, the underlying factors of enjoyment and anxiety are scrutinized in this study. Considering the purposes indicated earlier, the following research questions are addressed in this study;

- 1) What is the FLE level of Turkish EFL students?
- 2) What is the FLA level of Turkish EFL students?
- 3) Does the level of FLE and FLA vary according to gender?
- 4) Does the level of FLE and FLA vary according to teacher strictness?
- 5) What is the relationship between FLA and FLE?
- 6) What is the relationship between FLA, FLE, and achievement?
- 7) What are the sources of FLE and FLA for students?

### **Assumptions**

This study is conducted under several assumptions. First of all, it is assumed that since it is the first study conducted with young learners in Turkish contexts, the present research will make an original contribution to English language learning literature by explaining FLE and FLA levels of Turkish EFL students, as well as the determinants of those emotions.

Moreover, the participants are selected according to the goals of the study, and it is assumed that they are representative of secondary school students in Turkey. All of the participants are asked to sign a consent form before the study. That is why the assumption is that all the participants will participate in the study voluntarily. Moreover, it is presumed that participants reflect their genuine emotions by providing clear and honest responses to the questionnaires, interviews, and reflective journals provided for the study.

Finally, data is collected by adopting a mixed-method research design after checking the instruments' reliability and validity. Therefore, it is assumed that the findings of the study will be more reliable and generalizable since it utilizes both qualitative and quantitative data.

### **Limitations**

This study has a number of limitations. First of all, the study is only carried out with students studying at secondary school in the 2019-2020 academic year in Turkey. For that matter, to generalize the findings of the study, students studying at different schools in different cities could be included to study.

Moreover, participants are selected as only fifth graders. That is why this study's main weakness is the lack of views of students from different grade levels. Further research might provide rich data about the effects of different socio-cultural and educational variables on learners' emotions.

The next limitation is that, in this study, data collected by using questionnaires, semi-structured interviews, and reflective journals. This study was limited by the absence of classroom observation. To have a deeper understanding of students' emotions and see their emotions in an actual classroom environment, the researcher could implement classroom observation. In this way, the factors determining the level of enjoyment and anxiety can be identified and understood better.

Another limitation of the study is related to the drawbacks of cross-sectional research design. The previous studies confirmed the dynamic nature of emotions (Dewaele & Dewaele, 2017). That is why this limited time is not satisfactory to explain the change patterns in the learners' emotions. Accordingly, a longitudinal

design could be implemented to understand better how students' emotions change in time.

It is unfortunate that the study did not include the teachers' viewpoints about the sources of anxiety and enjoyment among students in the course of language learning. Therefore, the results are limited to self-evaluations of students. In this sense, a further study integrating teachers' opinions and observations about anxiety and enjoyment-provoking moments for students can provide more contributory results.

## **Definitions**

To ensure the proper understanding of the study, the following definitions will be clarified.

**Anxiety:** "subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the autonomic nervous system" (Spielberger, 1983; p. 15).

**Broaden and build hypothesis:** "Certain discrete positive emotions—including joy, interest, contentment, pride, and love—although phenomenologically distinct, all 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).

**Emotion:** "short-lived, feeling-purposive-expressive-bodily responses that help us adapt to the opportunities and challenges we face during important life events" (Reeve, 2015, p. 340).

**Enjoyment:** The feeling of satisfaction and happiness that one experiences as a result of doing an activity or having something (Dewaele & MacIntyre, 2014)

**Foreign language anxiety:** "the worry and negative emotional reaction aroused when learning or using a second language" (MacIntyre, 1999, p. 27).

**Foreign language enjoyment:** positive emotional state that is activated during foreign language learning process (Csikszentmihalyi, 1990).



**Positive education:** The application of positive psychology into education system is called positive education (Pluskota, 2014).

**Positive psychology:** a field of psychology that focuses on positive emotions and plays to one's strengths in order to help people to lead a happy life (Seligman, 2002).

## **Chapter 2**

### **Literature Review**

This chapter provides the theoretical framework of this study by referring to relevant literature. Firstly, a brief history of positive psychology is presented. Having briefly introduced the positive psychology movement in general, positive psychology in the education field to specify its role on performance is discussed. Following this, how positive psychology has attracted researchers' attention in foreign and second language fields is explained briefly, and the previous studies on this topic are presented. Then, the role of emotions in the language learning process is discussed in detail. Finally, as stated previously, this study focuses on one positive emotion: enjoyment and one negative emotion, which is anxiety; that is why existing literature on FLE and FLA is presented.

#### **Positive Psychology**

Psychology is a discipline dating back a long time. Since the early ages, people have tried to answer questions about life and try to give meaning to human functioning (Schultz & Schultz, 2011). These attempts of people have given rise to the emergence of psychology. Cambridge Dictionary defines psychology as "the scientific study of the way the human mind works and how it influences behavior, or the influence of a particular person's character on their behavior" (Psychology, n.d). In this sense, psychology can broadly be defined as the study of human behaviors. Although people have historically sought ways to be happy and take pleasure, psychology has traditionally focused on humans' negative sides and psychological problems (Seligman, 2002). There are several possible explanations such as wars, diseases, and disasters for this tendency. Especially after the Second World War, psychologists have given importance to uncovering the underlying causes of people's psychological problems and treating those problems (Seligman & Csikszentmihalyi, 2000, p. 5; Seligman, 2002, p.3). As a consequence of the urgent need to treat the mental disorders caused by severe traumas, the issues on the positive sides of humans have remained in the background.

However, researchers have drawn our attention to the issue that psychologists should also concentrate on positive aspects of humans besides

negative ones (Seligman & Csikszentmihalyi, 2000). Seligman and Csikszentmihalyi (2000) provided one of the strongest criticism of focusing only on mental disorders by asserting that "...our message is to remind our field that psychology is not just the study of pathology, weakness, and damage; it is also the study of strength and virtue." (p. 7). The papers on positive psychology emphasize that supporting positive traits in humans can restrain mental problems (e.g., Seligman, 2002). This issue is exemplified in work undertaken by Seligman in 2002 by stating that "there are human strengths that act as buffers against mental illness: courage, future-mindedness, optimism, interpersonal skill, faith, work ethic, hope, honesty, perseverance, the capacity for flow and insight, to name several" (p. 5). As a result, positive psychology has appeared to make human life more meaningful by focusing on human strengths.

Awareness of the importance of positive psychology is not recent, having possibly been discussed in 1954 by Maslow, one of the pioneers of humanistic psychology, in his book "Motivation and Personality" (Froh, 2004). In the later 20<sup>th</sup> century, the humanistic approaches have led to a proliferation of studies addressing to human welfare (Funder, 2010). However, the study of positive psychology has gained momentum after Martin Seligman was elected president of the American Psychological Association in 1998 (MacIntyre, 2016). Seligman's speech as president on urgency about modification the subject of psychology has led to renewed interest in positive psychology. Two years later, American Psychologist has published a special issue including 16 seminal studies providing new insights into the positive psychology field (MacIntyre, 2016). The journal's guest editors, Seligman and Csikszentmihalyi (2000) published an introductory paper in which they provide an in-depth analysis of positive psychology. In their pioneering article, they explained their reasons for focusing on the positive aspects of psychology. They discussed the reasons for pondering human strengths and wellbeing by focusing the role of psychology.

Before moving on to discussions in literature, there is a need to be explicit about exactly what is meant by positive psychology. In broad terms, positive psychology can be defined as the study of any stimulus that enables individuals to find ways to get pleasure out of life by focusing on components such as positive thinking, joy, and tolerance (Csikszentmihalyi & Nakamura, 2011; Hefferon &

Boniwell, 2011; Lopez & Snyder, 2009; Seligman & Csikszentmihalyi, 2000; Sheldon & King, 2001).

According to Seligman and Csikszentmihalyi (2000), the primary concern of positive psychology is “making normal people stronger and more productive, and making high human potential actual” (p. 8). They identify three basic research areas of positive psychology: “positive subjective experience, positive individual traits, and positive institutions” (ibid, p. 5). Positive subjective experience approaches humans in terms of past, present, and future by explaining how their positive experiences support wellbeing. Positive individual traits refer to features such as love, courage, interpersonal skill, and wisdom. Finally, positive institutions include qualifications provided by educational and organizational practices and required to be good citizens such as responsibility, tolerance, and work ethic (Seligman, 2002, p. 3). It can thus be suggested that positive psychology does not only deal with positive emotions; it also aims to identify the factors that contributed to human flourishing.

Researchers have recently shown an increased interest in positive psychology (MacIntyre, 2016; Seligman, 2002; Seligman & Csikszentmihalyi, 2000; Snyder & Lopez, 2009). There is a growing body of literature that recognizes the importance of positive psychology in the education field. Those studies explain the facilitative role of positive psychology on both the teaching and learning process (MacIntyre & Mercer, 2014; Seligman et al., 2009; White & Murray, 2015). Nevertheless, the thing is that positive psychology researchers do not intend to underestimate or change clinical psychology, quite the contrary, they struggle to expand the field by approaching psychology from a different standing point (MacIntyre & Mercer, 2014, p.155).

As noted by MacIntyre in 2016, positive psychology is a term that encompasses a wide range of topics. He lists those topics on the basis of the seminal articles in the book edited by Snyder and Lopez (2009) under 36 headings. This classification system is useful because it provides detailed information about common subject matters investigated by positive psychology researchers. Based on this classification, generally, people conducting studies on positive psychology focalize on subjects such as “hope,” “flow,” “emotional intelligence,” “character strengths,” “self-esteem,” “self-efficacy,” “love,” “curiosity,”

“wisdom,” “resilience,” “positive emotions,” “self-determination,” and etc. (MacIntyre, 2016, p. 6).

**Positive psychology in education.** Depending on changes in people's life standards in recent years, their expectations from education are modified on a large scale. It is expected that schools need to raise individuals who are academically successful and support those students' psychological well-being in the twenty-first century (Whiteside et al., 2017). In light of recent studies on 21<sup>st</sup>-century skills in education, it is becoming extremely difficult to ignore the positive psychology movement's existence and its impact on educational studies. The application of positive psychology into the education system is called positive education (Pluskota, 2014). While a variety of definitions of the term ‘positive education’ have been suggested, this paper uses the definition suggested by Seligman et al. (2009), who define it as “education for both traditional skills and for happiness.” To put it other way, positive education refers to educational applications that gives equally importance on academic successes and personal well-beings of students. They propose that positive education improves students’ academic skills by fostering their positive emotions. White and Murray (2015) draw our attention to three distinctive forms of positive education applications in schools. These are:

1. “Empirically-validated and scientifically-informed well-being intervention programs that have impact on well-being”
2. “Scientificallly-informed proactive strategies to the whole school mental health programs in schools”
3. “Specific virtues or values and character-based education lessons based in philosophy or values-based learning” (White & Murray, 2015, p.14).

As stated by Seligman and his co-authors (2009), there are three basic reasons for teaching well-being in educational institutions. First of all, evidence suggests that the life satisfaction level of people has decreased over the years. Because of this, depression is among the most common problems in today’s world. Moreover, researchers have recognized the importance of positive emotions in increasing success. By the same token, 21<sup>st</sup>-century education aspires to train “whole student,” which refers to development socially, emotionally, and morally. That is why educators need to pay attention to students’ wellbeing as well as their academic skills. Taking into account all of these, it is clear that positive

psychology interventions need to be integrated into the education system. This view is supported by Joseph et al. (2020), who notes that “in the context of rising levels of depression and anxiety among young people, those advocating positive education also see the benefit of teaching young people and young adults’ skills that increase their resilience, positive emotions, engagement and meaning in life” (p.1). Joseph and his friends also mention that awareness of positive education is not recent, having possibly been described in early discussions on the nature of education (2020, p.3). This is because education is considered a vehicle for supporting individuals’ well-being throughout human history. In this sense, the last decade has seen a growing trend towards scrutinizing positive psychology interventions’ educational uses.

Character strengths form the central focus of the studies on positive psychology (Lounsbury et al., 2009; Wagner & Ruch, 2015). To date, a number of studies have begun to examine the character strengths and its effects on different variables (Lounsbury et al., 2009; Wagner & Ruch, 2015; Weber & Ruch, 2012). In this sense, Lounsbury et al. (2009) conducted a study with 237 undergraduate students to explore the relationship between character strengths and success in school. They found that a positive link exists between character strengths and achievement. Likewise, in a study investigating the effect of character strengths on students, Weber and Ruch (2012) asserted that character strengths were predictive of positive behaviors in classroom and also achievement in school. Wagner and Ruch (2015) replicated the study of Weber and Ruch (2012) to reveal the impact of character strengths on students’ positive behaviors and school achievement. The outcome of their research indicated that character strengths and positive classroom behaviors were positively correlated. Moreover, love of learning, perseverance, zest, gratitude, hope, and perspective are the strong predictors of success in school (Wagner & Ruch, 2015).

Another widely discussed topic is the emerging role of hope in the context of positive education (Lopez et al., 2009; Snyder et al., 1991). According to a definition provided by Snyder et al. (1991), hope is “a positive motivational state that is based on an interactively derived sense of successful (a) agency (goal-directed energy), and (b) pathways (planning to meet goals)” (p.287). The term “hope” encompasses all kinds of aspirations that people want to accomplish. This

theory highlights that having high-level hope is different from the ones having low-level hope in creating new solutions to reach their goals when they encounter with a handicap (Lopez et al., 2009). In that vein, while low-hope people experience negative emotions, high-hope people experience positive emotions much more (Snyder, 2002).

Another seminal study in this area is the work of Marques et al. (2011). They carried out a study to evaluate the effectiveness of home-based intervention for students studying at middle school in Portuguese. The experimental study design was used in the study, and a total of 62 students participated in the study. They found out that increasing hope among students brings about increases in life satisfaction and self-worth (Marques et al., 2011). Hope has also been shown to be related to the academic achievements of students (Snyder et al., 2000). By drawing on this concept, Snyder and his friends (2000) conducted an influential study with 213 participants. The results of their study revealed that hope played a role in determining the students' achievement. To put it another way, high-hope students are more successful than low-hope students.

Drawing on the role of emotions on learning outcomes, Raccanello et al. (2019) set out a study to scrutinize how anxiety, enjoyment, and boredom shape students' achievement in native language and mathematics. They found that unlike enjoyment, anxiety negatively affected students' achievement in mathematics. Furthermore, in the native language domain, anxiety had a detrimental effect on students' achievements. On the other hand, according to the findings of the study, no significant difference between boredom and achievement was evident.

Various studies have assessed the association between well-being and students' achievement (e.g., Durlak et al., 2011; Miller, Connolly, & Maguire, 2013). To this end, Miller et al. (2013) conduct a study to scrutinize the link between wellbeing and achievement among children. Their findings indicated that there was a positive correlation between students' scores and their wellbeing. Their data supports the views of Durlak et al. (2011). The outcomes of their meta-analysis study also revealed that achievement was positively correlated with wellbeing. One of the issues that emerge from these findings is that positive education is beneficial for improving learners' academic achievements.

As in the other fields of education, second and foreign language learning literature emphasizes that positive psychology plays an important role in addressing the issue of language learning. Researchers try to shed light on how positive psychology makes the language teaching and learning process more effective (Dewaele, Chen, et al., 2019). For this reason, the results of studies on the positive psychology movement in SLA have offered practical suggestions not only for learners but also for teachers related to increasing the success in a foreign or second language.

**Positive psychology in SLA.** Having defined what is meant by positive psychology and having presented how to apply it into education, moving on to discuss how positive psychology contributes to second/foreign language learning literature. As explained earlier, positive psychology refers to fostering human strengths. Positive psychology interventions in the education field are discussed in the previous section. Let us now turn to the field of language education. Several lines of evidence suggest that positive psychology involvement in language education is beneficial since it enhances the learning process (Dewaele et al., 2019; MacIntyre & Gregersen, 2012). In addition, the positive psychology movement provides researchers fresh insights for making language education more effective (MacIntyre & Gregersen, 2012). First of all, positive psychology makes it possible to notice the roles of positive and negative emotions in the learning process. In a well-known study, Fredrickson (2001) identified that positive and negative emotions had different functions in the life of the human. It was reported that positive emotions increase one's awareness, and negative emotions, however, restrict our ideas and so different functions of emotions are explained by "broaden and build hypothesis" (Fredrickson, 2001; 2003).

MacIntyre et al. (2019) maintained that "directly focusing attention on the strengths-oriented side of learners may help illuminate processes that to date have not been widely studied" (p. 262). An implication of this is the increase in the studies on positive psychology interventions in SLA. According to data obtained from those studies, it is suggested that seeking a way to decrease negative emotions and focusing on promoting positive emotions in language classes is necessary. As noted by MacIntyre and his co-authors (2019), the important point is to find the techniques to implement positive psychology into language classes.



They stated that unlike traditional language teaching approaches, positive psychology implementations “encourage a view of language learners and teachers that embraces their strengths, capitalizes on opportunities, and optimizes what is present, rather than just focusing on problems and identifying what is missing or lacking” (p.269).

There is a consensus among researchers that (e.g., Helgesen, 2016; MacIntyre & Gregersen, 2012; MacIntyre et al., 2019) although affective factors are discussed in the SLA field, surprisingly, the effects of positive emotions have not been closely examined. In a similar vein, Dewaele, Chen, et al. (2019) reviewed the literature on positive psychology understanding in SLA and drew our attention to the issue that “being in a positive emotional state allows students to absorb the FL better and to erase the after effects of negative emotions” (p.3). They also put forward that positive psychology implementations in language education give importance to “learners’ (and teachers’) wellbeing, engagement, agentic feelings, emotional awareness, sense of control over their lives and ability to surmount obstacles” (p.9).

By drawing on the studies on positive psychology, Budzińska (2018) highlighted that research on the subject was mostly restricted to positive emotions and positive character traits. So far, however, there was little discussion about positive institutions. Her ethnographic study at a language school in Poland illustrated that a positive classroom environment, close and friendly relationship between students and teachers enhance the language learning process. She also pointed out that “the institution does not reduce negativity, but focuses on expanding positivity” (p.51). This finding broadly supports the work of Gabryś-Barker, who mentioned that a positive classroom atmosphere “plays a role not only in fostering foreign language learning but also in personal development and the well-being of teachers and learners” (2016, p. 156). In accordance with the previous argument, Budzińska (2019) published a paper to highlight the role of positive psychology in the SLA field. She concluded that it is essential to follow a positive psychology curriculum into language education. She suggested that training teachers who are aware of the importance of positive psychology are the key aspect of the effectiveness of those implementations. Another research area in SLA that emerged with positive psychology is introduced by Oxford (2016) with

the name of EMPATHICS. EMPATHICS model is the expanded version of PERMA model, which stands for “positive emotion, engagement, relationships, meaning and accomplishment” developed by Seligman in 2011.

In 2012, a paper was published by MacIntyre and Gregersen. In that article, the authors emphasized the power of positive emotions in the process of language learning. This article can be count as an initiator of positive psychology studies in the second language learning field (Dewaele, Chen, et al., 2019). After that, two seminal books have been published in 2016. After the publication of those books, positive psychology research in the language education field has gained momentum.

The role of positive psychology in language classrooms formed the central focus of a study by Tarihoran et al. (2020). The authors discussed the ways of the implication of positive psychology approaches into the language classes. In this regard, they put forward that “well-being should be taught in school on three grounds: as an antidote to depression, as a vehicle for increasing life satisfaction, and as an aid to better learning and more creative thinking” (p. 287). According to their suppositions, to train good language learners implementing positive psychology interventions into language classrooms is necessary for applying language teaching principles. This result corroborates the ideas of Murphey (2016), who stated that “the positive concepts give more value to learning the language because they are sharing life-promoting information that can make them and their networks healthier and happier” (p.339).

Surveys such as conducted by Lake (2016) have shown how to incorporate positive psychology and studies on second language motivation. The author administered quantitative research with female university students to examine the relationship between positive L2 self and proficiency. The outcomes of this study uncovered that “at the level of the global positive self, relatively new constructs from positive psychology have direct relationships to a positive L2 self and L2 self-efficacy, and help to confirm the promise of applying positive psychology to motivation and learning” (p. 252). It was also discovered that although there is no direct relationship between global positive self-concept and language proficiency, a significant relationship exists between positive L2 self and L2 self-efficacy (Lake, 2016).

Having recognized the power of positive psychology, people have started to discuss the ways of integrating it into language classes (Fresacher, 2016; Helgesen, 2016). Several attempts have been made to clarify this issue. For example, in his outstanding paper, Helgesen (2016) discussed integrating positive psychology into foreign language classes by presenting sample tasks for teachers. The author suggested that positive psychology interventions are important because “happy, engaged students learn more” (Helgesen, 2016, p.321). In the same vein, Fresacher (2016) attempted to show how to adapt positive psychology into education by exemplifying different activities. The author also noted that those activities enhance students’ language learning process and allow them to use positive psychology outcomes in their daily life (Fresacher, 2016).

Defined as “treatment methods or intentional activities that aim to cultivate positive feelings, behaviors, or cognitions” (Sin & Lyubomirsky, 2009, p. 468), positive psychology interventions, as presented previously, have received considerable critical attention in the field of language education. In their detailed meta-analysis study, Sin and Lyubomirsky (2009) questioned whether those interventions enhance well-being and eliminate depressive symptoms. They concluded that positive psychology interventions are beneficial to improve individuals’ well-being and effective in recovering the depression. It can therefore be assumed that integrating interventions into language education could be effective. Drawing on the role of positive psychology in the SLA field, MacIntyre et al. (2019) noted that “PP characteristics such as grit and perseverance, strengths, hope, optimism, courage, and more are likely to play an even greater role in language learning than they do in other school subjects” (p.265).

Together, these studies indicate that the efficacy of positive psychology in language education has been realized by educators and researchers; however, there are still questions related to implementation process. Therefore, researchers offer various tasks and exercises for teachers by explaining each of them in detail so that they can successfully utilize them in their classes.

## **Emotions in SLA**

Surprisingly, the effect of emotions has not been closely examined in the SLA field (Benesch, 2012). The research to date has tended to focus on cognitive

factors affecting learning rather than emotions, and a possible explanation of this is presented by Benesch (2012) by stating that emotions are “subjective, irrational, exclusively female and hard to capture” (p.133). In this regard, investigating emotions are considered as unreasonable over the years. Similarly, in his detailed literature review, Richards (2020) illustrated the role of emotions in the field of language education. He noted that researchers had not treated emotions in much detail since they were seen as “fuzzy, difficult to tease apart into its different dimensions, and difficult to research. They were often typically regarded as ‘soft’ and irrational in comparison to the ‘hard’, quantifiable and rational facts about second language learning and teaching” (p.2).

Before moving to a discussion on the roles of emotions in language education, it is necessary here to clarify what is meant by emotion. For Reeve (2015), emotions are “short-lived, feeling-purposive-expressive-bodily responses that help us adapt to the opportunities and challenges we face during important life events” (p. 340). Although differences of opinion still exist, there appears to be some agreement that emotion refers to personal feelings occurring as an impromptu reaction to a specific situation. Commenting on the causes of focusing learners’ emotions in the classroom, Arnold and Brown (1999) argue that emotions need be considered in language education because they provide “more effective language learning and help “educate learners to live more satisfying lives and to be responsible members of society” (p. 2- 3).

In Dewaele and Li’s (2020) system, the phases of emotion research were classified as: “emotion avoidance phase,” “anxiety-prevailing phase,” and “positive and negative emotions phase.” In broad terms, the emotion avoidance phase refers to the period that encompasses the years 1960 and 1980. In those years, researchers gave more importance to the roles of cognitive factors in language learning by considering them as scientific. When it comes to the anxiety-prevailing phase, it covers the years between 1980 and 2010. In that phase, the importance of emotions was recognized; however, researchers only focused on their studies’ negative emotions. Finally, in the positive and negative emotions phase, recent trends in positive psychology have led to a proliferation of studies examining the role of both positive and negative emotions in language education (Dewaele & Li, 2020).

Additionally, commenting on the conceptualization of emotions, Dewaele and Li (2020) argued that “the basic approach” and “the dimensional approach” are two main theories proposed to conceptualize emotions. For basic emotion theory, they stated that “there are a few basic discrete emotions that are universal. Specific behaviors and action tendencies are linked with these emotions” (p.XX). They also stated that dimensional theory is popular among SLA researchers.

In light of recent events in humanistic approaches, it is becoming extremely difficult to ignore the role of emotions in the language education field. Humanistic approaches clearly refer to the idea that “the affective aspects of language learning are as important as the cognitive aspects, and therefore the learner should be treated in some sense as a 'whole person'” (Khatib et al., 2013, p.49). As a consequence of this idea, researchers realized the key role of affective factors in the language learning process. They seek to describe affective factors and their associations with the teaching and learning process (Dewaele & Dewaele, 2017; Krashen, 1982). Having understating the effects of affective factors in SLA, people feel a need to be explicit about exactly what is meant by the word ‘affect’. In this sense, Arnold and Brown (1999) defined affect as “aspects of emotion, feeling, mood or attitude which can condition behavior and influence language learning” (p.1).

In 1982, the publication of Krashen drew researchers’ attention to affective factors. He described the affective filter hypothesis, which claims that learners’ affective filters rise because of negative emotion, which is why they cannot reach the comprehensible input. On the other hand, when they experience positive emotions, their affective filter is lower, and they can get comprehensible input. Thus, teachers need to create a classroom environment where students feel relaxed and confident if they want to increase their students’ success in a second language (Krashen, 1982). Krashen’s affective filter hypothesis has been a controversial and much-disputed subject within the field of language acquisition because it lacks empirical evidence; however, emotions are classified into positive and negative emotions in language acquisition literature. In addition, it is believed that unlike positive emotions, negative ones hinder the language learning process. This view is supported by Mendez (2011) who noted that teachers need to provide opportunities for their students so that they can “minimize the negative impact of

emotional experiences on their learning process” and they need to “promote positive emotions conducive to learning and energizing learners' motivation” (p.1).

Previous research has established that emotions are categorized as positive and negative (Fredrickson, 2001; Imai, 2010; Mendez & Pena, 2013, Pekrun et al., 2002). Moreover, there is a consensus among researchers (e.g., Fredrickson, 1998, 2001; Pekrun et al., 2009; Pekrun et al., 2011) that positive emotions have a significant effect on students' achievements. As stated by Dewaele and Dewaele (2017), although extensive research has been carried out on negative emotions (Eysenck & Calvo, 1992; Horwitz et al., 1986; MacIntyre & Gardner, 1991; Matsuda, & Gobel, 2004; Liu, 2006), surprisingly, so far, very little attention has been paid to the role of positive emotions in language learning field (Dewaele & MacIntyre, 2014). Recent developments in positive psychology have led to a renewed interest in positive emotions in the field of SLA.

As was mentioned in the previous chapter, Barbara Fredrickson, who carries out studies on positive psychology, offered a new theory called “broaden and build theory” in 1998. According to Fredrickson (2004), the broaden-and-build theory refers to the function of positive emotions to “broaden peoples' momentary thought-action repertoires and build their enduring personal resources” (p. 1369). This theory describes three basic roles of positive emotions, which are “broadening our thought-action repertoires,” “building resources for the future,” and removing “the undesirable effects of negative emotions” (Fredrickson, 2013). To put it another way, this ground-breaking theory clearly indicated that positive emotions are different from negative emotions in a number of respects. By drawing the role of positive emotions, Fredrickson (2003) highlighted that

Certain discrete positive emotions – including joy, interest, contentment, pride, and love – although phenomenologically distinct, all 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. (p.219)

To put it other way, while negative emotions restrict individuals' potential by forcing them make a snap decision, positive emotions increase human capacity and creativity. This distinction is further exemplified by Fredrickson (2004) by stating that joy, which is one of the positive emotions, “creates the urge to play, push the limits and be creative; urges evident not only in social and physical

behavior but also in intellectual and artistic behavior” (p. 1369), albeit anger – a negative emotion- “creates the urge to attack” (p.1367). Commenting on the significance of Fredrickson’s theory on emotions, Driver (2020) noted that “prior to this theory, positive emotions were treated more as a neutral baseline that had no effects or implications for cognitive processing; in other words, feeling positive emotions was equated with reaching homeostasis and with feeling no emotion” (p.27). The author put forward that having realized the different functions of emotions on humans’ actions, they were categorized as positive or negative by researchers.

After the theory has gain popularity, the number of studies on positive emotions on language education has been increased (Dewaele & Dewaele, 2017; Dewaele & MacIntyre, 2014; De Ruiter et al., 2019; MacIntyre & Gregersen, 2012). Drawing on the functions of positive emotions, MacIntyre and Gregersen (2012) held the view that positive emotions do not only refer to happiness. They primarily focused on “imagination” in their useful analysis of emotions in language education. On the question of facilitator power of emotions, they confirmed that positive emotions are associated with better learning outcomes. They also pointed out that teachers can utilize the broadening power of emotions to enhance the learners’ language learning potential (MacIntyre & Gregersen, 2012).

In the same vein, Aspinwall (1998) carried out a study to examine the relationship between positive emotions and self-regulation. The findings of the study suggested that positive emotions play a determining role in the self-regulatory behaviors of students. This view is also supported by the results of a seminal article published by Pekrun et al. (2002). They indicated that emotions such as motivation and interest contribute to both self-regulation and achievement in educational settings. What is more, Pekrun (2009) set out a study to assess the functions of emotions in educational settings and presented that "enjoyment of learning can positively influence students’ motivation to engage with learning material in creative, exploratory ways" (Pekrun, 2009, p. 577).

Investigating the link between achievement and emotions is a continuing concern within the SLA field (Méndez-Aguado et al., 2020; Méndez López & Peña Aguilar, 2013; Miller & Godfroid, 2020). In the literature on this issue, the correlation between negative emotion and students’ performances has been

subject to considerable discussion (Horwitz et al., 1986). For example, although the building and build hypothesis suggests that positive emotions have a facilitating function in the learning process, this differs from the findings presented by Miller and Godfroid in 2020. In their major study, Miller and Godfroid (2020) questioned whether emotions had a casual role in incidental learning. They stated that “emotional induction did not restrict L2 grammar learning under incidental conditions” (p.133). The findings of their study also indicated that negative emotions such as anxiety and sadness could have a facilitator role in the learning process by awaking learners’ attention. These results are in line with those obtained by Méndez López and Peña Aguilar (2013), who stated that negative emotions might enhance learning outcomes. According to the authors, these results were likely to be related to learners’ motivation which is stimulated to overcome their negative emotions.

Similarly, Swain (2013) indicated that embarrassment might force students to study harder to avoid experiencing this feeling among their peers. Moreover, anger might be a factor that motivates students to learn the target language to get their own back on the school administrator. All in all, those studies supported the idea that although negative emotions had a detrimental effect on language performance, students can use those emotions to facilitate their performances.

Drawing on the relationship between motivation and emotions, Méndez-Aguado et al. (2020) carried out a study with 394 students who learn French as a foreign language. The findings illustrated that unlike negative emotions, positive emotions increase learners’ motivation. According to the authors, it is possible to hypothesize that when teachers provide an enjoyable classroom environment, they can increase students’ motivation by learning a language. This issue differs from the findings presented previously by Méndez López and Peña Aguilar (2013).

Barabadi and Khajavy (2020), in their impressive study, focused on the relationship between “perfectionism”, “emotions”, “achievement goals”, and “achievement”. They investigated the mediator role of emotions on the relationship between perfectionism and language achievement. The authors found out that negative emotions mediated the link between perfectionism and achievement. This observation may support the hypothesis that emotions, directly and indirectly, affect learners’ performances in language classes.



As explained earlier, positive emotions have broadening power on human functioning. Concerning this issue, Dewaele implemented research to see predictive factors willingness to communicate (WTC) in 2019. The findings revealed that language anxiety was the strongest negative predictor of WTC. They also found out that enjoyment had a positive effect on learners' WTC. Lee (2020) investigated the relationship between grit, enjoyment, and WTC in the same vein. Their result showed that a positive correlation between enjoyment and WTC. These results provide further support for the hypothesis that a positive and enjoyable classroom environment has contributed to the learners' willingness to initiate communication.

Méndez López (2011) identified “fear, worry, nervousness, sadness, anger, frustration, insecurity, anxiety, and boredom.” as mostly experienced negative emotions among learners (p. 55). Moreover, “happiness, calmness, excitement, confidence, satisfaction and relaxation” are the emotions (p.56). By drawing on the determinants of those emotions, the author highlighted that feeling incompetent in communication skills, factors related to teachers and peers, classroom environment, and classroom interventions are the sources of those emotions. In the same vein, Bown and White (2010) suggested that “the wider spectrum of students' experiences of emotions including enjoyment of learning, hope, pride, satisfaction, relief, anger, boredom and shame, for example, has largely been overlooked” (p.433).

By drawing on the lack of previous research on boredom in the SLA field, in their timely study, Pawlak et al. (2020) probed into factors related to boredom among language learners. Concerning the effects of negative emotions on language proficiency, the authors noted that a significant difference was detected between low and high-achievers in terms of boredom proneness. They attributed this difference standpoint of high-achievers towards activities “that are less engaging, insufficiently inspiring, new, exciting or interesting, which may be accounted for in terms of their greater cognizance that achieving the envisaged learning goals comes at the cost of doing things that may not be inherently appealing” (pp.7-8).

Imai (2010) put forward that research emotions “should go beyond examining whether a specific emotion, positive or negative, facilitates or hinders

language learning, especially when learning is considered a fundamentally interpersonal transaction” (p.288). In his comprehensive study, the author concluded that “emotions can be considered not just as simple reactions to the cognitive demands of acquiring a language but as mediators between such demands and subsequent learning behavior that allows or inhibits learner from participating in a given language learning activity” (p. 288). It can thus be inferred that many unanswered questions exist about emotions. In future investigations, it might be possible to focus on different aspects of emotions in SLA.

In contrast to negative emotions, much less information exists on positive emotions (Dewaele & MacIntyre 2014). The studies presented thus far provide evidence that positive emotions are beneficial in language learning environments. Recent developments in the field of positive psychology have led to a renewed interest in enjoyment, which is one of the most studied positive emotions. In the next section, the synthesis and evaluation of the researches related to foreign language enjoyment are presented.

### **Foreign language enjoyment**

So far, this paper has focused on positive psychology and the functions of emotions in SLA. Let us now turn to discuss how enjoyment affects the language learning process. Before proceeding to examine enjoyment, it is vital to make clear what is meant by enjoyment. Enjoyment is defined by Dewaele and MacIntyre as “a complex emotion, capturing interacting dimensions of challenge and perceived ability that reflect human drive for success in the face of difficult tasks” (2016, p. 216). As for Csikszentmihalyi (2008), enjoyment is different from pleasure in several respects. According to him, pleasure is a feeling that makes people feel good, albeit enjoyment refers to a feeling that occurs when people succeed in doing something new or unexpected. Moreover, unlike pleasure, enjoyment accompanies self-improvement (Seligman & Csikszentmihalyi, 2000).

Enjoyment is a significant area of interest within the field of foreign language education (e.g., Dewaele & MacIntyre 2014, 2016; Dewaele & Dewaele 2017; Elahi Shirvan & Talebzadeh, 2018; Pavelescu, & Petric, 2018; Dewaele & MacIntyre, 2019; Dewaele, Magdalena, & Saito; 2019; Dewaele, Özdemir, et al.,2019). Preliminary work on FLE is undertaken by Dewaele and MacIntyre in

2014. This pioneering investigation of FLE is conducted to determine whether language enjoyment and language anxiety are two separate emotions. To collect data, researchers developed a foreign language enjoyment scale consisting of 21 items by adapting the scale developed by Ryan et al. (1990). They also used eight items of foreign language classroom anxiety developed by Horwitz et al. in 1986. At the end of the questionnaire, the authors asked students to write one specific moment they enjoy and one specific moment that they feel anxious about in their classes. The outcomes of the study showed that enjoyment and anxiety were different dimensions. Moreover, students experienced enjoyment more than anxiety in their language classes. According to the analysis of qualitative data, they concluded that students “enjoyed novel activities, such as using dolls and toy cars, making a short video, or preparing a group presentation. These were typically activities that empowered student choice, such as a topic of discussion or debate that was relevant to their concerns and interests” (Dewaele & MacIntyre, 2014, p. 264).

Two years later, Dewaele et al. (2016) designed a follow-up study to address the gender issue in FLE and FLA. They used data gathered by using FLE and FLCA scale adapted by Dewaele and MacIntyre (2014) from 1736 participants whose ages range from 11 to 75. Their thorough investigation illustrated that the difference between female and male participants’ level of enjoyment and anxiety was significant. To clarify, females enjoyed language classes more than males. Moreover, the authors noted that a positive classroom atmosphere was an essential determinant of enjoyment among female participants, and due to those positive emotions, the creativity of females increased. Interestingly, there were also differences in the level of anxiety among female and male participants. That is to say, females were more anxious about making a mistake, and they felt less confident while using the target language. A possible explanation for this result provided by authors was that the cooperation of emotions played an important role in learners’ success while learning a language. That is why the ratio of emotions was more important than the existence or absence of a specific emotion. (Dewaele, et al., 2016).

These results are consistent with the other research conducted by Dewaele and MacIntyre in 2014, which suggested that female participants experienced both

FLE and FLA more than male participants. In the same vein, Mierzwa (2018) published a paper to explain whether gender has a determining effect on students' FLE. In contrast to Dewaele et al. (2016), Mierzwa (2018) found out no significant difference between the male and female students' level of enjoyment. Yet, the author presented that factors determining the level of enjoyment were different for males and females.

In 2016, Dewaele and MacIntyre published a new important paper in which they described the factor structures of the FLE scale developed in 2014. Their participants were 1742 multi-lingual from different nationalities. Researchers asked their participants to fill an online questionnaire and write an answer to an open-ended question. To identify the dimensions of scale, researchers utilized Principle Component Analysis. After data is analyzed, they found that the FLE scale consists of two sub-scales: FLE private and FLE social. More importantly, they found out that anxiety is a separate dimension in the scale. The most obvious finding emerged from the analysis because although FLE and FLA were two separate dimensions, they should be investigated together because authors noted that absence of anxiety did not refer to the existence of enjoyment (Dewaele & MacIntyre, 2016). Almost every paper that has been written on emotion in SLA utilizes this scale as a data collection instrument.

A seminal and first study carried out in the Turkish context in this area by using Dewaele and MacIntyre's (2014) scale is Uzun's (2017) work. He used the survey method to assess the FLE and FLA levels of students attending a compulsory English course. A total of 166 students studying at a state university in Turkey participated in the study. Consistent with the literature, this research found that the number of participants who feel enjoyment in class is more than those who feel anxiety. Similar to earlier findings of Dewaele and MacIntyre (2014) moreover, Uzun (2017) detected a negative correlation between FLE and FLA. A further investigation of factors determining students' levels of FLE and FLA indicated that according to students "learning new things, collaborating with their peers including making jokes, demonstrating successful performance, being praised by the teacher and listening to the teacher's jokes" were causes of enjoyment and "being called on in the class, being pushed for an answer, encountering stern behavior and negative remarks of the teacher and giving the

wrong answer to a question” were the determinants of anxiety in the classroom (Uzun, 2017, p,15).

In a similar vein, in a recent cross-sectional study, Nemati et al. (2020) scrutinized the relationship between FLE and public speaking anxiety in the Iranian context. Using a mixed-method research design, the researchers investigated the level of enjoyment and anxiety among Iranian EFL students as well as the sources of those emotions. Their findings showed that participants had an almost high level of enjoyment and low level of anxiety. This result was in agreement with those obtained by Dewaele and MacIntyre (2014) and Uzun (2017). They also found that while factors related to teacher, learning, class activities, and class atmosphere were determinants of FLE, the ones related to exam phobia, reaction/feedback, personal failure, and lack of self-confidence had an impact on public speaking anxiety.

A great deal of previous research into FLE has focused on enjoyment levels of the second language (L2) learners (Dewaele & MacIntyre, 2014, 2016; Nemati et al., 2020; Uzun, 2017). However, the study by Piechurska-Kuciel (2017) offered probably the most comprehensive analysis of L3 enjoyment. Piechurska-Kuciel (2017) designed a study by assuming that “L2 enjoyment is assessed at a significantly higher level than L3 enjoyment”. The researcher asked participants to fill FLE scale and self-perceived levels of L2/L3 skills scale to collect data. The results of the study proved that level of L2 enjoyment was significantly higher than L3 enjoyment. According to the researcher, the observed difference in enjoyment levels could be attributed to students’ proficiency levels. That is to say since learners were less proficient in L3, their enjoyment levels were low. According to the data, it can be inferred that FLE was a factor strongly related to foreign language achievement (Piechurska-Kuciel, 2017).

In their recent study, Botes et al. (2020) investigated the impact of multilingualism and perceived proficiency on FLE and FLA. Their participants were 1622 international language learners. They found that while multilingualism and perceived proficiency were predictive factors for FLA, FLE was unaffected by those variables. It was also found that the higher level multilinguals experienced a higher level of FLE and lower level FLA. In terms of perceived proficiency, it was

revealed that a positive correlation was detected between proficiency and FLE, whereas a negative link existed between self-perceived proficiency and FLA.

What we know about FLE is largely based on mixed methods studies. However, a recent study by Elahi Shirvan and Talebzadeh (2018a) adopted a new method, which is idiodynamic method, to shed light on changes in students' FLE level while they were speaking on different topics. The study was conducted with seven undergraduate female students. According to the results of self-rating graphs and interviews, students' enjoyment levels changed over time. Moreover, the enjoyment levels of students vary depending on the topic that they discuss. All in all, the findings of the study confirmed that FLE has a dynamic nature. This view supported the findings of Dewaele and Dewaele (2017), who investigated whether FLE and FLA change over time among three age groups. They administered a pseudo-longitudinal study to uncover the change in FLE and FLA levels of participants in the progress of time. The results of their innovative study demonstrated that whereas FLE changed over time, FLA levels remained constant. They also revealed that unlike FLA, the predictors of FLE changed in three age groups. To make it clear, they found out that the teacher's effect on FLE increased in time. These findings suggest that enjoyment is a dynamic variable and also factors determining the level of enjoyment evolves in time.

In another major study, Boudreau et al. (2018) adopted idiodynamic method like Elahi Shirvan and Talebzadeh (2018a). The basic concern of their article was to explain the “dynamic relationship between enjoyment and anxiety” (Boudreau et al., 2018). They carried out a study with ten undergraduate students by giving two different kinds of oral tasks. They informed that the anxiety and enjoyment varied over time, and the connection between these two emotions was quite complex because of varying interaction patterns among them. Comparison of the findings with those of other studies (Dewaele & Dewaele, 2017; Elahi Shirvan & Talebzadeh, 2018a) confirms the dynamic nature of positive and negative emotions. Idiodynamic method is currently one of the most popular methods for investigating the dynamic nature of emotions. In this regard, one study by Talebzadeh et al. (2020) examined the mechanisms and dynamics of language enjoyment contagion by utilizing idiodynamic method in their research. In their innovative study, that automatic mimicry was found as the central mechanism of

enjoyment contagion. The authors noted that different semiotic resources influenced automatic mimicry. They also put forward that mimicry did not indicate contagion of enjoyment in all cases.

In a recent study, Elahi Shirvan et al. (2020) used a new methodology called as ecological momentary assessment to investigate dynamic nature of FLE. They utilized open-ended interviews, journals, enjoyment meters, and idiodynamic approach to gathering data. They concluded that “the nature of each learner’s enjoyment moments is unique to that individual, which is susceptible to the main ecological drivers of change” (pp. 12-13). The authors also put forward that “each ecological timescale contributes differently to the emergence of enjoyment patterns for each individual” (p.13). Their study confirmed that learners’ emotions change over time depending on different interacting factors.

In all the studies reviewed here, anxiety and enjoyment are recognized as different emotions, and those emotions fluctuate over time. Together, these studies provide important insights into the role of emotion in SLA. However, so far, very little attention has been paid to emotions in an imagined community. By drawing on this limitation in literature, Elahi Shirvan and Talebzadeh (2018b) carried out a study to identify the paradigm of FLE and FLA in an imagined community. They collected the data via interviews, observation, open-ended questionnaire, and personal journals. Their results suggested that learners both felt enjoyment and anxiety in the classroom; however, they also noted that anxiety had a facilitative effect on learners because they were motivated to regulate their imagined identities. It can thus be suggested that imagined communities should be adapted into classroom activities to increase students’ FLE levels.

Within the same year, Elahi Shirvan and Talebzadeh (2018c) published another pioneering paper to better understand the dynamicity of FLE and FLA. In accordance with this purpose, they administered a longitudinal study with 367 university students. To analyze the data, the authors used latent growth curve modeling and grounded theory. The results of their study supported the view that enjoyment and anxiety were unstable and dynamic. Moreover, it was stated that the changes in those emotions were unpredictable because of their context-dependent feature. To clarify, the factors such as teacher, classroom environment,

and peers had an impact on the direction and intensity of changes in the level of emotions (Elahi Shirvan & Talebzadeh, 2018c).

In the same vein, Elahi Shirvan and Talebzadeh (2020) conducted an innovative study to emphasize emotions' dynamicity. They adopted retrodictive qualitative modeling to uncover the archetypes of FLE and FLA. In their groundbreaking research, Elahi Shirvan and Talebzadeh (2020) scrutinized FLE and FLA determinants among learners. They concluded that “influence of the teacher, personal goals, a perfectionist image of oneself and dissatisfactory and unsuccessful experiences in the past” were the factors associated with FLE and FLA (p. 40). In contrast to earlier findings of Elahi Shirvan and Talebzadeh (2018c), however, they noted that initial conditions of emotions have determined the future developments.

In the same year, to better understand FLE and potential affordances for FLE, Elahi Shirvan and Taherian (2020) carried out another study. In their groundbreaking study, the authors ascertained that teachers played an essential role in the emergence of enjoyment among students. They concluded that “not all potential affordances for FLE are actualized into utilized affordances, and they might remain as perceived affordances mainly due to the misalignment between the regulations of the institute, rooted in exosystem, and the chemistry of the classroom, rooted in microsystem” (p.20). They suggested that teachers need to be aware that the actualization of FLE affordances was influenced by contextual factors occurring in the classroom, and they need to integrate different classroom practices to enhance students' enjoyment. On the question of the sources of FLE, Yung and Chiu (2020) administered a useful study with 543 secondary school students attending private English tutoring in Hong Kong. They revealed the factors including “family, reasons for tutoring, tutoring, and student attributes” were important determinants of FLE (p. 515).

Much of the current literature on FLE pays particular attention to the relationship between FLE and students' achievement in SLA (Dewaele & Alfawzan, 2018; Dewaele & MacIntyre, 2014; Li et al., 2019; Wei et al., 2019). Within this context, Dewaele and Alfawzan (2018) administered an original investigation to ascertain how well anxiety and enjoyment predict foreign language performance in two different contexts. Their participants were selected from



students studying two London secondary schools and also Saudi students learning English as a foreign language. When the data was analyzed, they determined that the correlation between enjoyment and language performance was positive in the two groups. However, the language performance of students appeared to be negatively affected by language anxiety for both contexts. In the same vein, Li (2019) wrote an article on the relationship between achievement and FLE. The sample of the study was 1307 Chinese high school students. The results of the study are consistent with those of Dewaele and Alfawzan (2018). That is to say, the students who feel a higher level of enjoyment are more successful than the others.

Li and his co-authors in 2019 conducted another important examination of the link between achievement and language enjoyment. In their mixed-methods study, they intended to discuss how FLE and FLA predict learners' foreign language achievement. Consistent with the literature, Li et al. (2019) found out that students who reported high levels of enjoyment showed a high level of success in the language classroom. According to analysis results, low achiever students felt more anxiety during language classes. This comprehensive study's findings may help us better understand the relationship between emotions and language performance.

So far, researchers have attempted to evaluate the direct impact of FLE on students' achievement (Dewaele & Alfawzan, 2018; Li, 2019; Li et al., 2019). What is not yet clear is whether FLE mediates learners' achievement in a classroom setting. In this regard, Wei et al. (2019) undertook research to show the connection between grit and students' success in a foreign language. Moreover, they sought to identify the mediating role of FLE and the moderating role of classroom environment on grit and students' achievement. They noticed that FLE had a mediating role in the relationship between grit and language performance. Put another way, since grit contributed to the increase in students' enjoyment levels, their performance in language classes improved.

Previous studies have also explored the relationships between positive emotions and motivation (Méndez-Aguado et al., 2020; Méndez López & Peña Aguilar, 2013). Similarly, Zhang et al. (2020) carried out a quantitative study with university students to explore the effects of students' motivation on their success.

Moreover, they scrutinized the role of enjoyment on those variables. Data from their study suggested that FLE mediates learners' motivation and proficiency.

Drawing on the link between FLE, FLCA, motivation, attitudes, and performance, Dewaele and Proietti Ergün (2020) conducted a study with students learning English and Italian as foreign languages in Turkey. They revealed that attitudes and motivation were positively correlated. On the other hand, a negative correlation existed between FLCA and FLE as well as attitudes /motivation. Moreover, they concluded that higher-level anxiety was associated with lower-level achievement, while attitudes and motivation positively impacted language achievement. The exciting finding of their study was that no significant relationship was found between FLE and achievement.

In recent years, there has been an increasing interest in FLE in the language acquisition field. The scale developed by Dewaele and MacIntyre (2014) has received considerable attention from researchers all over the world. Most of the researchers have adapted the scale into their own context to properly scrutinize the FLE among the second language (L2) learners (Li et al., 2018; Özer & Altay, in press; Uzun, 2017).

A notable example of scale adaptation studies is the one conducted by Li and his co-authors in 2018. They set out a study to assess the validity and reliability of the Chinese version FLE scale, and they also intended to identify the factor structure of the scale. The researchers used a 14 item version of the FLE scale modified by Dewaele and MacIntyre (2016). On the question of validity and reliability, this study found that Chinese version of the scale is a valid and reliable instrument. In addition, a comparison of the findings with those of other studies (e.g., Dewaele & Dewaele, 2017; Dewaele et al., 2016; Dewaele & MacIntyre, 2014, 2016; Piechurska-Kuciel, 2017; Uzun, 2017) confirmed that students' enjoyment levels mostly depended on their teachers and also FLE was an important determinant of success among students.

Likewise, Jin and Zhang (2018) designed research to adapt the original version of the FLE scale developed in 2014 by Dewaele and MacIntyre into Chinese context and determine the subdimensions of that scale. They also aimed at find out the association between FLE and language achievement. After the

scale was translated into Chinese, it was piloted with 27 participants. According to the analysis result, researchers deleted one item from the scale, and they conducted Principle Component Analysis to identify the factor structure of the 20 item version of the scale. As a result, they found that the scale consisted of 3 dimensions: “Enjoyment of Teacher Support,” “Enjoyment of Student Support,” and “Enjoyment of Foreign Language Learning.” When their results are examined, it can be seen that the factor having a direct impact on achievement is the enjoyment of foreign language learning.

In 2019, Jin and Zhang worked on a new study for the purpose of comparing the psychometric properties of two versions of Chinese FLE scales, which are respectively developed by Li et al. (2018) and Jin and Zhang (2018). First of all, researchers performed confirmatory factor analysis (CFA) for Jin and Zhang’s (2018) scale. According to the results of CFA, they modified the scale into 16 items. They then claimed that the updated version of Jin and Zhang’s (2018) gave better results than Li et al.’s (2018) scale in terms of psychometric properties. According to the authors, this result may support the hypothesis that Jin and Zhang’s scale is a practical instrument to pinpoint the learners’ FLE levels (Jin & Zhang, 2019).

In a recent cross-sectional study, Zhang and Tsung (2020) investigated the enjoyment levels of students learning Chinese as a second language. A total of 216 students participated in the quantitative phase, and 20 students participated in the study's qualitative phase. The results, in line with the existing literature (Dewaele & MacIntyre, 2014,2016) indicated that participants experienced a high level of enjoyment in language classes. They also found out that “Personal Fulfillment,” “Interpersonal Relations,” and “Social Bonds” were components of FLE. Moreover, it was revealed that fulfillment was the only factor having a direct impact on FLE. The study's outcome supported previous findings, which demonstrated that personal and social factors played an important role in FLE (Dewaele & MacIntyre, 2014, Jin & Zhang, 2019).

Having reviewed the FLE studies in the Chinese context, let us move on now to consider a study carried out in Romania by Pavelescu and Petrić in 2018. The central aim of the researchers was to highlight the emotions experienced by Romanian students. For this reason, they designed a multiple case study with four

students. They found that all four students experienced positive emotions in language classes, but those emotions' intensity changed from one student to another. Love and enjoyment were the most occurring emotions among students. Moreover, it was found that love acted as a driving force to learn language both inside and outside of the classroom. These results help us understand the importance of positive emotions in the SLA field (Pavelescu & Petrić, 2018).

Existing research has provided important information on enjoyment in the foreign language education field (Dewaele et al., 2016; Dewaele & MacIntyre, 2014, 2016; Li et al., 2018). However, very little is known about whether learner-internal variables or learner-external variables are essential determinants of enjoyment. Due to this reason, Dewaele and his co-authors undertook a study in 2018 to generate fresh insight into learner and teacher variables affecting the rates of FLE and FLA. Their quantitative data results displayed that learner-related variables had an impact both on FLE and FLA. What is surprising that while teacher-related variables played a significant role in determining the level of enjoyment, they were not predictive factors for students' anxiety level. The authors, that is why stated their findings, confirmed the idea that teachers were dominant factors in FLE. So they need to create a positive and encouraging classroom setting for students so that they enjoy learning a foreign language (Dewaele et al., 2018).

Existing studies indicated that learner-related factors influenced both FLE and FLA levels of students (e.g., Dewaele et al., 2018). In this sense, in a recent innovative study, Moskowitz and Dewaele (2020) investigated the impact of intellectual humility (IH) on FLE and FLA. The results of their mixed methods study indicated that although no significant link between overall IH and FLE as well as FLCA was found. However, there was a significant relationship between some sub-components of IH and FLE, and FLCA. Their findings suggested that a complex relationship existed between emotions and learners' personality traits.

To report how teacher characteristics shape students' emotions, Dewaele, Magdalena, and Saito also administered an investigation in 2019. Their findings supported the work of previous studies in this area, which indicated the influence of teachers on students' emotions (e.g., Dewaele et al., 2018). This study specifically revealed that friendliness and foreign accents in English are the major

factors predicting FLE among students. Further analysis showed that teacher characteristics explained only a small amount of variance in the level of anxiety. According to data, it can be inferred that teachers have a central role in promoting positive emotions among students. Thus, teachers need to find a way to increase enjoyment in the classroom rather than reduce the anxiety level of students (Dewaele, Magdalena, and Saito, 2019).

Dewaele and Dewaele (2020) mentioned that teachers' effects on learners' emotions had not been closely examined in the same vein. In this regard, they conducted a study to see whether learners' FLE and FLA remain in different teachers' classes. Their participants were 40 students who take classes with one main teacher and one second teacher. The authors found that teachers shaped learners' FLE levels. On the other hand, participants' FLCA levels remained constant with both teachers. These results are in agreement with the ideas of Dewaele et al. (2018), who observed that teacher-related variables were significant contributory factors to learners' FLE. A more recent study administered by Ahmadi-Azad et al. (2020) investigated the relationship between the Big Five personality traits of EFL teachers and students' FLE levels. The results demonstrated that teachers' openness, extroversion, and agreeableness affected the enjoyment levels of students. On the other hand, conscientiousness and neuroticism had no impact on FLE. Accordingly, these results further supported the idea that teacher-related factors shaped the learners' FLE.

Previous studies have explored the determinants of FLE and FLA (Dewaele et al., 2019; Dewaele & MacIntyre, 2014; Elahi Shirvan & Taherian, 2020). Within this respect, Rezazadeh and Zarrinabadi (2020) conducted a study to examine whether the need for closure and need for cognition shape the FLE and FLA level. In their pioneering investigation, the authors used self-report questionnaires as data collection tools. Path analysis was utilized to analyze gathered data. They found that order, close-mindedness, predictability, and need for cognition were significant predictors of FLE. On the other hand, decisiveness and the need for cognition were significant determinants of FLA. Those findings suggested that cognitive factors had a significant impact on learners' emotions. Rezazadeh and Zarrinabadi (2020) concluded that teachers need to find techniques to consider students' closure needs to create an enjoyable learning environment.

Investigating enjoyment and anxiety in different educational contexts is important for our increased understanding of the role of emotions in language education. To this end, De Smet et al. (2018) conducted a comprehensive study to probe into anxiety and enjoyment in CLIL and non-CLIL educational context. They also aimed to reveal the effect of the target language on students' emotions. When the data analyzed, it was found that students experienced less anxiety in the CLIL context than the ones in the non-CLIL context. Interestingly, there was no evidence that CLIL and non-CLIL education contexts had an influence on the level of enjoyment. Another striking result of the study was that students who learn English are higher than Dutch learning students. To clarify, target language was a determining factor on the level of enjoyment. As the authors suggested, further work is required to better understand the target language's role better on FLE (De Smet et al.,2018).

More recent attention has focused on FLE in a digital learning environment. In 2020, Lee and Lee carried out a study to examine the correlation between Informal Digital Learning of English (IDLE), motivation, and FLE. Their participants were students studying middle school, high school, and university in South Korea. The results of their study demonstrated that IDLE and ideal L2 self were predictive factors for FLE in all groups; however, a significant relationship exists between ought-to L2 self and FLE only among participants studying at middle school. Their results suggested that teachers can use digital settings to increase learners' enjoyment levels. It could be inferred that the promotion of the ideal L2 self can also enhance students' FLE (Lee & Lee, 2020).

So far, this paper has focused on positive emotions, especially enjoyment in the language education field. The following section will discuss language anxiety, which is mostly studied emotion in this field.

## **Anxiety**

As explained in the introduction chapter, it is clear that anxiety is the most studied negative emotion in the field of SLA (Aida, 1994; Saito & Saminy, 1996; Young, 1986). Before examining anxiety in SLA, it is necessary here to clarify exactly what is meant by anxiety. Anxiety is, for Eysenck et al. (2007), "an aversive emotional and motivational state occurring in threatening circumstances"

(p. 336). A further definition of anxiety is given by MacIntyre (2017), who defines it as “a negative emotional state with feelings of unpleasant tension and a sense of pressure to remove the source of anxiety or escape the situation” (p. 12). Those definitions highlight that anxiety is an undesirable emotion for people. In this respect, researchers have tried to interpret anxiety, and they also have tried to ascertain its effects on human behavior (Pappamihel, 2002; Spielberger, 1966). In line with this objective, different methods have been proposed to classify anxiety.

To better understand anxiety, Spielberger (1966) categorizes the concept into trait anxiety and state anxiety (as cited in Hodges & Spielberger, 1969). Pappamihel (2002) defined the trait anxiety as “individuals who are more anxious and more likely to become anxious regardless of the situation are referred to as having trait anxiety; that is, anxiety is a part of their character or an aspect of a more serious disorder” (p.330). This definition highlights that people experiencing trait anxiety are prone to be anxious in different conditions. On the other hand, state anxiety refers to a feeling that “experienced concerning some particular event or act” (Brown, 2000, p. 151). Brown’s definition is useful because it helps distinguish trait anxiety from state anxiety. To clarify, this definition has shown that state anxiety is an immediate feeling arising from specific situations such as holding the floor and, unlike trait anxiety, a temporary reaction.

As noted by Pappamihel (2002), explaining the difference between state and trait anxiety is vital to understand the causes of anxiety in different contexts. However, this classification system is in need of revision because state and trait anxiety measurements are insufficient to explain the different aspects of the anxiety because they are “limited to a given context” (MacIntyre & Gardner, 1991, p.90). In this sense, in 1991, MacIntyre and Gardner published a seminal paper on anxiety and language learning. In this paper, they presented another type of anxiety, which is situation-specific anxiety. Situation-specific anxiety was proposed as an alternative to state anxiety (MacIntyre & Gardner,1991). Chan and Wu put forward that situation anxiety differs from trait and state anxiety because it “requires the respondents to ascribe their anxiety to particular sources” (2014, p.291). Although situation anxiety is similar to state anxiety, it differs from other anxiety types in that “respondents are required to make attributions of anxiety to particular sources” MacIntyre & Gardner,1991, p.91). That is to say, an individual

may experience anxiety in a certain situation but may not be anxious in another situation. According to Tallon (2009) “math anxiety, test anxiety, stage fright, and language anxiety” are good illustrations of situation-specific anxiety (p.114). Based upon those examples, it can be noted that situation-specific anxiety can fluctuate in different conditions.

Having discussed different types of anxiety based on circumstances that anxiety appears, it is now necessary to explain the classification proposed in terms of the effects of anxiety on humans. From this point of view, to better understand anxiety, Scovel (1978) classified it into two distinct types: facilitating and debilitating anxiety. Drawing on the difference between these two-term, Scovel highlighted that

Facilitating anxiety motivates the learner to ‘fight’ the new learning task; it gears the learner emotionally for approval behavior. Debilitating anxiety, in contrast, motivates the learner to ‘flee’ the new learning task; it stimulates the individual emotionally to adopt avoidance behavior (1978, p.139).

This explanation provided by Scovel (1978) refers that facilitating anxiety is beneficial for learners because it encourages them to learn; however, debilitating anxiety has negative effects on learners by decreasing students’ motivation and performance. Commenting on facilitating and debilitating anxiety, in their major article, Alpert and Haber (1960) wrote that “an individual may possess a large amount of both anxieties, or of one but not the other, or of none of either” (p. 213). In other words, both sources and effects of any type of anxiety may change depending on the context. Due to this reason, it can be stated that both types of anxiety can collaborate “to motive or to warn” in any kind of performance (Scovel, 1978, p.138). This section has analyzed the types of anxiety and presented the discussions about both positive and negative effects of anxiety on human behavior. The next part of this dissertation addresses a specific type of anxiety, which is foreign language anxiety.

### **Foreign Language Anxiety**

As previously stated, anxiety has long been a question of great interest in the field of language education (Aida, 1994; Alrabai, 2015; Gardner & MacIntyre, 1993; MacIntyre & Gardner, 1991; Saito & Saminy, 1996; Salehi & Marefat, 2014; Young, 1986). This issue is because there is evidence that anxiety plays a crucial



role in regulating the teaching and learning process (e.g., Krashen, 1985; Gardner & MacIntyre, 1993; Onwuegbuzie et al., 1999b). Researchers described different types of anxiety to critically examine its causes and effects in the field of education (MacIntyre & Gardner, 1991; Scovel, 1978). Such classifications, however, have failed to address anxiety occurring specifically among language learners. In line with this, Gardner stated that only a specific form of anxiety affects the language learning process (1985). Gardner's (1985) statement gave researchers an inspiration to focus on anxiety in the field of language education. According to researchers, the generalizability of much-published research on this topic is problematic because previously published studies on the effect of anxiety were not consistent (Scovel, 1978). Moreover, there was no consensus on the instrument used in language anxiety studies.

By drawing on little agreement on the effects on anxiety on language learning process, Scovel (1978) mentioned that "the research into the relationship of anxiety to foreign language learning has provided mixed and confusing results immediately suggesting that anxiety itself is neither a simple nor well-understood psychological construct" (p.132). That is why Horwitz et al. (1986) realized that it was difficult to describe language anxiety precisely, and they decided to develop a valid instrument to measure language anxiety. Horwitz and co-authors (1986) were the first researchers studying anxiety as a separate language education field phenomenon. Having discussed language anxiety literature, they developed a "Foreign Language Classroom Anxiety Scale" (FLCAS) to measure anxiety levels among the learners of the English language. Since it was published in 1986, FLCAS has been attracting a lot of interest and has been used as a data collection tool for numerous studies.

In their groundbreaking study, foreign language anxiety was defined as "a distinct and complex phenomenon composed of self-perceptions, beliefs, feelings, and behaviors related to language learning in the class context and resulting from the specific nature of the process language learning" (Horwitz et al., 1986, p. 128). Another excellent definition of language anxiety is that it is "the apprehension experienced when a situation requires to use of a second language with which the individual is not fully proficient" (Gardner & MacIntyre 1993, p. 5). More recently, for MacIntyre and Gregersen, it refers to "a term that encompasses the feelings of

worry and negative, fear-related emotions associated with learning or using a language that is not an individual's mother tongue" (2012, p. 103). All these definitions highlight that anxiety is a negative emotion, and it is associated with achievement in language classes. For this reason, investigating anxiety in the area of language education is of utmost importance to shed light on the way to improve the quality of both teaching and learning.

Horwitz et al. (1986) concluded that most students experienced anxiety while communicating in the target language and when they made a mistake. Moreover, the factors such as being mocked by peers and language ability played a role in determining students' anxiety. According to these findings, they identified communication apprehension, test anxiety, and fear of negative evaluation as language anxiety components. In the sections that follow, each dimension of FLA is presented in great detail.

### **Communication Apprehension**

The first component of FLCA is communication apprehension related to feelings occurring during oral production tasks in the target language. For Horwitz et al. (1986), communication apprehension is "a type of shyness characterized by the fear of or anxiety about communicating with people. Difficulty in speaking in dyads or groups or public or in listening to or learning a spoken message are all manifestations of communication apprehension" (p.127). They also noted that people have problems while interacting with people because of a lack of knowledge of the target language. Therefore, even if people are talkative in their daily lives, they stay silent in their language classes or shy learners feel less anxious in language classes because they can express themselves better. As a result, those who have a high level of anxiety are reluctant to have a conversation with others.

Foreign language learners should use the language effectively in oral activities such as discussion and question-answer. However, studies indicated that students experienced anxiety when they need to speak in front of the class (e.g., MacIntyre & Gardner, 1991; Young, 1991). Consequently, they stayed silent during the communicative activities. In his analysis of anxiety, Daly (1991) described the basic causes of communication apprehension as "genetic heritage,"

“learned helplessness,” “reinforcements and punishments related to the act of communicating,” “having adequate communication model,” and “early training in communication” (p.5). Due to these reasons, learners feel anxious and have difficulty expressing themselves during oral production activities. Hence, they may fail at being competent users of a second or foreign language.

### **Test Anxiety**

Test anxiety is the second component of foreign language anxiety. Test anxiety has been used to refer to situations in which learners experience fear of failure (Horwitz et al., 1986, p. 127). According to Horwitz et al. (1986), setting unrealistic goals and feeling oneself obliged to be the best, which arise from being a perfectionist, are the essential driving factors of test anxiety. And so, because of test anxiety, learners can be unsuccessful during the language assessment process regardless of being high achiever or low achiever (p.128). As noted by Sarason (1984), “the test-anxious person experiences self-preoccupying worry, insecurity, and self-doubt in evaluative situations”; therefore, s/he suffers from low concentration and makes mistakes in the exams (p. 936).

Based upon Young’s (1991) point of view, because of the detrimental effects of the high level of test anxiety on students’ performance, to reduce it among students, instructors need to design evaluation tasks that are familiar to students and also appropriate to the course content.

### **Fear of Negative Evaluation**

The final component of FLA is fear of negative evaluation (FNE), which has come to be used to refer to “apprehension about others’ evaluation, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively” (Watson & Friend, 1969, p.449). Students are concerned about judgments made by people around them and because of this reason they are afraid of making mistakes and saying something wrong. In learning environments, those students try to remain in the background, not to be criticized by their peers or teachers. They try to avoid becoming an object of derision (Aida, 1994). Consequently, this kind of escape behavior affects learners’ academic successes negatively.

## Sources of Foreign Language Anxiety

In light of recent events in the language education field, it is becoming extremely difficult to ignore the effect of anxiety on the learning process. Since language anxiety is seen as a negative emotion having a detrimental impact on learners' success, identifying factors associated with anxiety is essential in the field of SLA. A considerable amount of literature has been published on foreign language anxiety (e.g., Al-Khasawneh, 2016; Horwitz et al., 1986; MacIntyre & Gardner, 1991; Marcos-Llinás & Garau, 2009; Marwan, 2016; Tallon, 2009; Young, 1991). These studies have highlighted several factors that are associated with FLA. In her thorough research, Young (1991) listed "personal and interpersonal anxieties; learner beliefs about language learning; instructor beliefs about language teaching; instructor-learner interactions; classroom procedures; and language testing" as the significant causes of language anxiety (p. 427). According to Young (1994), the causes of anxiety can be "interrelated and maybe, in part, a result of unnatural classroom procedures" (p.32).

Almost every paper that has been written on FLA includes a section relating to underlying factors of language anxiety. When those papers are examined, it can be seen that the causes of anxiety provided by researchers are roughly comparable. For example, in a useful article written by Zhang and Zhong in 2012, the reasons for anxiety were treated under four heading: "learner-induced, classroom-related, skill-specific, and some society-imposed depending on different contexts" (p. 27). Their classification system is useful because it provides us a deeper understanding of FLA and factors responsible for anxiety.

When the literature on the sources of FLA is investigated, it can be seen that personal factors have been the object of research on language anxiety over the years (Horwitz et al., 1986; Young, 1991). Some authors have mainly been interested in questions concerning those personal factors. Commenting on anxiety-provoking factors among students, Horwitz et al. (1986) reminded that "foreign language anxiety as a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (p. 128). In the same vein, Young (1991) identified "low self-esteem and competitiveness" as the significant causes

of anxiety stemming from personal factors. The main point of those studies seems to be related to the suppositions of learners about themselves. That is to say, the learners having low self-esteem measure themselves against their peers, and they care more about what others think about their performance. Because of this situation, learners' anxiety levels increase.

Moreover, setting high-performance goals and criticizing themselves harshly when they are unable to reach their goals can give rise to anxiety among learners. Gregersen and Horwitz verified this idea by saying, "when compared with students who were not as concerned about making mistakes, the perfectionist students reported greater distress regarding their mistakes" (2002, p. 568). In their influential investigation, the authors also declared that being a perfectionist is responsible for feeling anxiety. Accordingly, they suggested that offering solutions for perfectionist students are crucial to overcoming FLA.

The theory of personal factors in FLA provides a useful account to explain the causal factors determining language anxiety. However, it is also known that there is evidence that teacher-related and instruction-related factors also have a crucial role in FLA (e.g., Young, 1990; Zhang & Zhong, 2012). Zhang and Zhong (2012) critically examined the determinants of language anxiety, and they concluded that "instructors, peers, or classroom practices" are the underlying reasons for anxiety in the language learning process (p.29). Various studies indicate that teacher-related variables, including being friendly, encouraging, or positive, are the sources of language anxiety because students feel more comfortable and secure. The evidence of this can be clearly found in the study conducted by Young in 1990. She noted that there was a relationship between teacher characteristics and students' anxiety levels. To put it another way, the teachers having positive personality traits enabled students to reduce their anxiety in the classroom (Young, 1990).

When it comes to classroom practices, studies such as that conducted by Young (1990) have shown that while activities that require oral production in front of the class trigger students' FLA, collaborative activities such as including pair and group work decrease their FLA levels (p. 550). Moreover, as it is provided by Zhang and Zhong (2012), "the types and nature of the task, the target language use as well as the classroom climate" are among the sources of anxiety. In line

with this argument, Steinberg and Horwitz (1986) conducted an experimental study to identify the effect of the classroom environment on anxiety. They confirmed that students feel more anxious in a stressful classroom environment. Simply stated, the teacher needs to create a warm and supportive classroom atmosphere for students to help them overcome their FLA.

A number of studies have confirmed that peers are also one of the potential sources of anxiety (Gregersen, 2003; Yan & Horwitz, 2008; Young, 1990). In a comprehensive study, Yan and Horwitz (2008) reported that students compared themselves with their classmates in terms of language ability, motivation, and learning strategies. They concluded that students feeling that their friends were better than them had a high level of anxiety. This result supports the idea that when students believe that their peers are superior, they feel under pressure due to the fear of being mocked by their friends.

Moreover, there are similarities between the results expressed by Yan and Horwitz (2008) in their study and those described by Young (1990). In her seminal study, Young indicated that language learners refrain from speaking in front of their friends due to the fear of negatively evaluated. This result may be explained by the fact that some students overestimate their errors and are unaware that errors are part of the learning process. Consistent with this supposition, Gregersen (2003) suggested that students' reactions to errors change depending on their anxiety level. In the words of Gregersen, "it is error tolerance; however, that language anxious students seem to lack" (2003, p.26). Students' concerns about their mistakes make them nervous during the class, and because of this, they prefer not to participating in activities.

In summary, it has been shown from the related literature that there are different factors causing anxiety in the language learning process. Hence, it can conceivably be hypothesized that all of the factors mentioned above are interrelated. A further investigation of sources of anxiety indicates that students may experience either only one or all of them.

### **Studies on Foreign Language Anxiety**

Thus far, this paper has focused on the definition of anxiety, types of anxiety, and the sources of anxiety. It is now necessary to describe the synthesis

and evaluation of the studies on language anxiety and its effects on the learning process.

Researchers have attempted to evaluate the impact of anxiety on students' success in language classes (Horwitz et al., 1986; Gardner & Smythe, 1975). In a study conducted by Gardner and Smythe (1975), researchers administered the French Class Anxiety (FCA) scale, which is probably the first known scale design specifically for second language anxiety. Their findings suggested that a negative correlation existed between FCA and French language achievement. Similarly, drawing on the factors determining the success level of students learning French as a second language, Gardner et al. (1976) noted that anxiety affected the level of proficiency in French. That is, a high level of anxiety can result in low achievement in the French language class.

Later studies complement this finding presented by Gardner et al. (1986). For example, Clément et al. (1980) administered a study in order to explore whether social and individual factors played a role in the language acquisition process. They concluded that students who perceived themselves as proficient in English had lower-level anxiety when compared to others. Therefore, it seems that anxiety may contribute to the decrease in achievement among students learning a foreign language. Starting from this point of view, Gardner (1985) drew our attention to the issue that "a construct of anxiety which is not general but instead is specific to the language acquisition context is related to second language achievement" (p.34). This argument is remarkable because it provides important implications for examining anxiety in detail in language learning environments.

The publication of the studies mentioned above on anxiety and its connection with language achievement significantly impacts an increase in the number of studies conducted on this issue (Horwitz et al., 1986; Onwuegbuzie & Daley, 2000; Onwuegbuzie et al., 1999a, 1999b). As it is mentioned previously, Horwitz and his friends (1986) reviewed the relevant literature and revealed that the instruments designed to measure language anxiety are inadequate by reason of the fact that those measures were not particularly developed for language anxiety. They put forward that foreign language anxiety was a concept that should be distinctively discussed. Consequently, the first scale specifically designed for FLA is developed by Horwitz et al. (1986). What we know about language anxiety

is largely based upon studies using FLCA as an instrument. Horwitz et al. (1986) selected 75 university students as subjects, and they reported that FLA was experienced by most of the students regarding at least one part of the language learning process. Moreover, they offered that students mostly suffered from anxiety when they need to speak in the target language, and because of this, they failed in communicative tasks.

In a follow-up study, Horwitz (1986) proved that the FLCA scale is a valid and reliable scale. Moreover, her findings confirmed the association between anxiety and proficiency in the language education field. These results obtained in two studies provide further support for the hypothesis that anxiety has an essential role in the language learning process and also, as Horwitz (1986) points out FLCA scale provided “investigators with a standard instrument” to measure language anxiety (p.559).

In 1994, Aida published her seminal paper on language anxiety in the Japanese context. She utilized the FLCA scale developed by Horwitz et al. in 1986. Her findings seemed to be consistent with other research that found the relationship between anxiety and achievement. Moreover, a comparison of the findings with those of other studies confirmed that teachers had a pivotal role in decreasing anxiety in language classes by providing a positive, encouraging, and secure class environment in which students feel more confident and normally react to their mistakes. Similarly, Saito and Samimy (1996) examined the role of anxiety in determining the level of language performance of 257 students studying at different instructional levels. The most obvious finding that emerged from their study was that FLA had a greater impact on the performances of both intermediate and advanced levels students. Consistent with the literature, this research found out that students’ performances were negatively influenced by their level of anxiety.

Numerous studies have attempted to explain factors predicting FLA to provide a better understanding of FLA (for example, Horwitz et al.,1986; Onwuegbuzie et al.,1999a; Young,1991). In this sense, Onwuegbuzie et al. (1999a) set up a study to reveal determinants of language anxiety. To assess whether and how demographics and self-perceptions are responsible for FLA, they run a quantitative study with 210 university students. The results of their study



showed that “age, academic achievement, prior history of visiting foreign countries, prior high school experience with foreign languages, expected overall average for the current language course, perceived scholastic competence, and perceived self-worth” were important driving factors of FLA (Onwuegbuzie et al.,1999a, p. 217). In addition, they observed that there was a significant positive correlation between achievement and anxiety. The reason for this is not clear, but the authors’ supposition was that it might have something to do with the facilitating nature of anxiety. To put it another way, feeling anxiety to a certain extent may increase students’ motivation and may study harder to learn the target language.

In a study investigating anxiety at the input, processing, and output stages conducted by MacIntyre and Gardner (1994), it was shown that the studies on anxiety had tended to focus on measuring anxiety only at the output stage. For this reason, they failed to specify anxiety occurring at the other stages of language learning and explained the interaction among those stages. Based on this argument, Onwuegbuzie et al.(1999b) published another paper in which they described the link between anxiety and achievement. They sought to measure anxiety in three language learning stages: input, processing, and output. They found out that a small negative correlation existed between language achievement and language anxiety at each stage. However, as authors, these data must be interpreted with caution because those anxiety measures explain less than a 4% variance in achievement. For that reason, despite these promising results, questions related to the sources and effects of anxiety in three stages of learning remain unanswered.

The work of Onwuegbuzie and his coauthors (1999a) is complemented by a study administered by Bailey et al. in 2000. Their aim was to address variables associated with language anxiety occurring at three stages of the language learning process. According to canonical correlation analysis results, they put forward that variables including “achievement expectations”, “perceived self-worth”, “perceived school competence”, “perceived intellectual ability”, “perceived job competence”, “number of language courses” were negatively correlated with anxiety at each stage of language learning. They also noted that “overall academic achievement acted as a suppressor variable” in the study (p. 487). That is,

achievement helped to increase the predictive power of anxiety at the three stages of learning.

In all the studies reviewed here, anxiety is recognized as a determining factor in language achievement. Considering all of this evidence, it seems that language anxiety is mostly experienced during communicative tasks. However, a broader perspective has been adopted by some researchers who argue that FLA can exist in tasks related to the other language skills (e.g., Cheng, et al., 1999; Elkhafaifi, 2005; Saito et al., 1999).

Drawing on the existence of writing apprehension, Cheng et al. (1999) attempted to examine the relationship between language anxiety and writing anxiety and how those variables predict writing and speaking achievement. They revealed that writing anxiety was different from language anxiety because although writing anxiety was skill-specific anxiety, language anxiety referred to general type anxiety-related language learning. Moreover, they also indicated that writing anxiety was a strong predictor of writing achievement.

As stated previously, far too little attention has been paid to anxiety about different language skills. For this reason, a number of studies have begun to examine skill-specific language anxieties (Cheng et al., 1999; Elkhafaifi, 2005; Saito et al., 1999). However, researchers have not treated listening anxiety in much detail. In his pioneering investigation into listening anxiety and its effect on achievement, Elkhafaifi (2005) put forward that “there has been no previously published research examining how FL learning anxiety and FL listening anxiety are related” (p. 209). For this purpose, he designed a quantitative study with 233 participants studying in Arabic language programs. The output of his study indicated that listening anxiety and language learning anxiety were two different dimensions. In addition to this, it was found that students feeling high levels of anxiety had lower performance in listening skills. Thus, the author suggested that instructors need to find solutions to decrease students’ anxiety levels to enhance their performance in listening comprehension and overall language proficiency.

When it comes to reading anxiety, Saito et al. (1999) published a seminal paper discussing whether reading is an anxiety-provoking skill or not. Their participants were 383 students attending different language courses, including

French, Japanese, and Russian, at university. They uncovered that reading anxiety depends on “the specific writing systems” and students’ “perceptions of the difficulty of reading” in the target language (p. 215). Comparing the findings with those of other studies confirmed reading anxiety, just like listening and writing anxiety, was a distinct type from general language anxiety. Moreover, the results further supported the association between reading anxiety and students’ success.

Most research on FLA and achievement has been carried out by utilizing students’ actual final grades or proficiency levels (e.g., Aida,1994; Saito & Samimy,1996). However, in a major study on FLA, MacIntyre et al. (1997) questioned the relationship between language anxiety, perceived L2 achievement, and actual L2 achievement. In order to collect data, the authors used a questionnaire and also language proficiency tests. A negative correlation was found between anxiety, actual and perceived language competence. Detailed examination of their findings also indicated that high anxious students perceived themselves as incompetent. According to these results, it is possible to hypothesize that anxious students stay silent during language classes and cannot evaluate their improvement. That is why their anxiety continues to increase. These results are significant in at least two major respects. First of all, it is obvious that anxiety may negatively affect students’ motivation and their attitudes towards language classes (Oteir & Al-Otaibi, 2019). In addition, since anxious learners unwilling to communicate in the target language, their proficiency level may decrease over time. Consequently, identifying the ways to alleviate FLA is an important issue for further studies.

Drawing on the impact of anxiety on language competence and willingness to communicate, Zhou et al. (2020) researched with 129 Chinese EFL learners studying in Belgium. Their findings demonstrated that a strong correlation existed between language competence and willingness to communicate. Furthermore, they found that anxiety was a moderator variable for the relationship between language competence and WTC. It can be inferred from those findings that FLA might have a detrimental effect on learners’ performances and their willingness to use the target language.

There is a large volume of published studies describing the solutions used to decrease FLA among students (Horwitz et al., 1986, Horwitz et al., 2010).

Commenting on the role of teachers in this process, Horwitz and her friends (1986) emphasized that educators “can help them learn to cope with the existing anxiety-provoking situation” or they “can make the learning context less stressful” (p. 131). Moreover, Horwitz et al. (2010) pointed out that both teachers and learners need to be aware of FLA's existence. They also offered that to reduce anxiety; instructors can provide further support such as tutoring or attending a language club. Furthermore, as it is stated by Elkhafaifi (2005), designing the classroom activities according to students' proficiency level is essential to decrease anxiety because giving opportunity to each student to succeed in language classrooms can be an effective way to overcome the anxiety. Considering all of these suggestions, it seems that identifying underlying reasons for language anxiety and providing anxiety coping strategies become more of an issue. It is now well established from various studies that educators' role in decreasing FLA is an undeniable fact; therefore, providing training for the language teachers on techniques and strategies to eliminate anxiety among learners is valuable in order to facilitate their work in the classroom.

Numerous studies have attempted to explain the ways to decrease FLA among students (for example, Elkhafaifi, 2005; Horwitz et al., 2010). What is less clear is how learners themselves overcome their anxious feelings. To this end, Abdurahman and Rizqi (2020) carried out a study to investigate anxiety-provoking moments for learners, how they overcome their anxiety, and the strategies used to deal with anxiety in their language classes. They pointed out that making presentations increased students' anxiety. Preparation, relaxation, or positive thinking strategies were used by students to cope with their anxiety. The results indicated that the strategy use changed according to students' anxiety levels. That is why the authors suggested that teachers need to measure the FLA levels of their students at the beginning of term. In this way, they can offer new strategies to students to overcome their anxiety.

In recent years, there has been an increasing amount of literature on FLA (Al-Khasawneh, 2016; Gregersen, 2003; Horwitz et al., 1986; MacIntyre & Gardner, 1991; Tallon, 2009; Young, 1991). The research has tended to focus on anxiety inside the classroom (Elkhafaifi, 2005; Horwitz et al., 1986); however, surprisingly, the anxiety outside the classroom has not been closely examined.

Based upon this argument, in a recent paper published by Jiang and Dewaele (2020), authors focused on how sociobiographical and language variables contribute the language anxiety. Their findings indicate that variables including “geographical background,” “experience abroad,” “age of onset of acquisition,” “self-perceived oral competence,” “language “achievement level,” and “frequency of language use” have an impact on FLA. Some of the issues emerging from their findings suggested that students feel FLA both inside and outside the classroom; however, the point is that the sources of both kinds of anxiety change depending on the context. Because of this, it can be inferred that FLA inside and FLA outside the classroom are different from each other.

This also accords with the earlier study conducted by Woodrow (2006), which showed that although anxiety within and outside the classroom is correlated, they are two different constructs. Her findings illustrated that students mostly feel anxious when they need to speak native speakers; for this reason, she suggested that teachers need to design out-of-class activities in order to improve students’ communicative proficiency. In this way, the anxiety levels of students might be reduced.

Returning briefly to the factors associated with FLA, up to now, previous studies have linked a lot of components with language anxiety (Yan & Horwitz, 2008; Young,1991; Zhang & Zhong, 2012). The issue of gender effect on FLA has been a controversial and much-disputed subject within the field of language education. Some researchers claimed that a relationship exists between gender and FLA (e.g., Azher et al., 2010; Koul et al., 2009; Park & French, 2013; Wu, 2010). Koul et al. (2009) administered a study to shed light on the impact of learner characteristics and motivational goal orientations on FLA. They ascertained the existence of the relationship between FLA, motivational goals, and instrumental goals.

Furthermore, they also revealed that female learners’ perceived levels of FLA were higher than male learners. These results reflected those of Park and French (2013), who also found that females feel a higher level of anxiety than males in the Korean context. What is more, they indicated that anxious students were more successful than others. Therefore, it can be inferred that FLA has a facilitating role in students’ achievements. In contrast to those findings, however,

Azher et al. (2010) concluded that male university students in Pakistan were more anxious than females. According to the authors, it seems possible that their results are due to the fact that males have little confidence in their competencies and they are unable to cope with their anxiety during language classes.

Much of the available literature on FLA deals with the question of the role of gender in language anxiety (Matsuda & Gobel, 2004; Park & French, 2013; Wu, 2010). Matsuda and Gobel (2004) set up a study to explain the relationship between general FLA, reading anxiety, and variables such as gender, performance, as well as extended overseas experience. On the question of gender effect, in their study, no significant difference between male and female students in terms of the level of FLA was detected. Similarly, Karabıyık and Özkan (2017) found that gender did not yield any significant difference between male and female students studying at a preparatory school in Turkey. Those results differed from the findings presented above (Azher et al., 2010; Koul et al., 2009; Park & French, 2013; Wu, 2010). This discrepancy could be attributed to the socio-cultural aspect of anxiety (Park & French, 2013).

Researchers attempted to evaluate the impact of classroom activities on the FLA level. Data from those studies suggest that using various activities being appropriate for students' need in language classes may help alleviate FLA (Chan & Wu, 2004; Matsuda & Gobel, 2004). This view is supported by Chan and Wu (2004), who investigated FLA among children in Taiwan by adopting a mixed-method research design. Their participants were 205 elementary school students. Their study provided further support for the hypothesis that in-class activities were key factors in reducing students' FLA levels. Their results indicated that although playing games attracted students' attention if they were designed like a competition, they might increase students' anxiety. In respect to this, the authors suggested that in order to decrease anxiety, designing classroom tasks properly affects the level of FLA. In view of all that has been mentioned so far, one may suppose that instructors need to adapt their way of instruction and the activities used in the classroom by considering the feedback provided by their students.

Factors found to be influencing FLA have been explored in several studies (Yan & Horwitz, 2008; Zhang & Zhong, 2012). In this context, Dewaele (2002) drew our attention to psychological and sociodemographic variables that were

responsible for FLA among both L2 and L3 language learners. The most obvious finding to emerge from the analysis was that both personality and social variables were driving factors of anxiety. However, it was noted that those variables affected students' anxiety levels in different ways. Simply stated, although social factors were strongly correlated with French language anxiety (L2), personality factors were found as strong determinants of English language anxiety (L3). It can thus be suggested that FLA is not a stable personality trait. The level and sources of anxiety change according to learned languages. This study is complemented by Dewaele in 2013. In his comprehensive study on the relationship between variables such as psychoticism, extraversion, neuroticism, knowledge of languages, and FLA levels of L2, L3, and L4 learners. It is found that there was a correlation between Neuroticism and FLA. However, this result was not previously described. The author also stated that "participants with high levels of FLCA in the L2 typically also had high levels of FLCA in the other FLs" (p. 680).

In an innovative study investigating multilingualism and its impact on FLA, Thompson and Khawaja (2015) reported that multilingual students experienced a lower level of anxiety and had a more positive attitude towards English than bilingual students. Their results were significant because they confirmed that "the more languages a person knows or comes into contact with, the less anxiety the person tends to have with regard to language learning" (p.127).

What we know about FLA is largely based upon cross-sectional studies that investigate the causes and effects of it. Such approaches, however, have failed to address fluctuations of anxiety levels in time. For this reason, researchers need to conduct longitudinal studies focusing on the dynamic feature of anxiety in order to provide a better understanding of FLA. A seminal study in this area is the work of Gregersen et al. (2014). Gregersen and his friends (2014) set up a study to shed light on changes in language anxiety over time by using the idiodynamic case study method. They claimed that "from, researchers switch their focus from considering correlations between summative scores on variables across a sample (...) to the formative pattern of change and events underlying the impulses that drive state language anxiety up or down" (pp. 576-577). Their results indicated that anxiety existed in a dynamic system that continually interacted with other variables in a system. They also affirmed that analyzing each student individually was

important in order to understand students' rapidly changing emotions because even a low, anxious student could experience high-level anxiety due to the factors affecting each other.

In their pioneering study, Jiang and Dewaele (2020) scrutinized the FLA levels of learners in different communication situations and also how socio-biographical and language variables impact their anxiety levels. The results illustrated that learners experienced FLA at different levels in different situations. They also put forward that language-related variables such as self-perceived oral competence, the frequency of language use, and language achievement level were important determinants of FLA. In addition, geographical background and experience abroad were factors that responsible for FLA.

This result was also reported by Yan and Horwitz (2008), who put forward that regional differences had an indirect impact on anxiety. The participants mentioned that factors related to differences in their "primary language," "educational systems," and "economic development" affected their success in learning English. All in all, as noted by Jiang and Dewaele (2020), learners may experience anxiety both inside and outside the classroom; however, the sources of anxiety may differ in those contexts.

As stated previously, much of the available literature on FLA deals with the factors associated with anxiety (Altunel, 2018; Jiang & Dewaele, 2020; Uştuk & Aydın, 2016). In the same vein, Naya et al. (2020) published a study examining the influence of individual and parental factors on FLA. Their participants were mothers and English teachers. The results indicated that while gender had no impact on FLA, children's age was significantly related to their FLA levels. They also found that a positive relationship existed between impulsiveness, harm avoidance, and anxiety. Moreover, learners whose mothers had a strong belief about the cognitive benefit of learning English felt more nervous.

To date, several studies have investigated students' FLA in traditional classrooms (Chan & Wu, 2004; Horwitz et al., 1986; Matsuda & Gobel, 2004; Yan & Horwitz, 2008). In his comprehensive literature review, Russell (2020) presented anxiety in an online language education environment. The author noted that due to COVID 19 pandemic, students were forced to attend online education.



In this regard, they put forward that “online students can experience significant levels of language anxiety—especially in their first online course—and that students' general anxiety levels are likely to be increased due to the global pandemic and their rapid transition to online or remote learning” (p.334). That is why the authors suggested teachers need to utilize techniques to decrease anxiety during online education.

Similarly, Xiangming et al. (2020) designed a longitudinal study to explore the fluctuations in students' FLA levels in mobile-assisted education settings. They revealed that participants had low level of language anxiety. The authors also demonstrated that learners had positive attitudes towards technology-integrated language learning. The anxiety levels of participants fluctuated over the week in a nonlinear way.

Let us move on now to consider FLA studies conducted in the Turkish context. In 2008, a seminal article written by Aydın was published. He investigated the link between FLA and fear of negative evaluation (FNA) students studying at the ELT department at a Turkish University. He found out that Turkish students experienced FLA and FNA. Moreover, his results indicated that a high level of FNA could result in language anxiety. Eight years later, Aydın et al. (2016) set up a study to adapt the language anxiety scale developed by Horwitz et al. (1986) into the Turkish context. They concluded that the adapted instrument was a valid and reliable scale to measure Turkish students' anxiety levels.

In another study, Aslan and Thompson (2018) scrutinized the association between language learning beliefs and language anxiety. Their sample consisted of 153 Turkish EFL students. They uncovered that having positive beliefs leads to a decrease in their level of anxiety. Additionally, they pointed out that there was a negative correlation between self-confidence and language anxiety. This finding was contrary to that of Çoşkun and Taşgın (2018), who noted that there was no evidence that attitudes had an influence on students' anxiety levels. In a previous study, Çubukcu (2008) provided an in-depth analysis of language anxiety and its relationship with self-efficacy. In contrast to Çoşkun and Taşgın (2018), Çubukçu (2008) highlighted that students' self-efficacy beliefs had no impact on their anxiety level in language classes.

With respect to the effect of gender on anxiety, Öztürk and Gürbüz (2013) designed a study of university students studying a preparatory school. They utilized two questionnaires to collect data and then conducted interviews with selected students. Their outcomes showed that there was a significant difference between male and female students' anxiety levels. That is, males were less anxious than females while speaking in English.

This finding was also reported by Durer and Sayar (2012). They focused on the attitudes of university students towards speaking classes. The results of their quantitative analysis revealed that both males and females felt more anxious during in-class activities than outside of the classroom. However, further analysis of results showed that female students felt a higher level of anxiety when compared to male students in both conditions. These results were in line with those obtained by Kovaç (2020). In 2020, Kovaç scrutinized students' language anxiety levels at three different state universities in Turkey. Their participants were 282 preparatory school students. They also confirmed that females were more nervous than their male counterparts.

The existing literature on FLA in Turkey is extensive and focuses particularly on the relationship between language anxiety and achievement (Cakıcı, 2016; Debreli & Demirkan, 2016; Demirtaş & Bozdoğan, 2013). In a study that set out to determine whether achievement had a predictive role in FLA, Cakıcı (2016) reported that learners' achievements and their level of FLA were negatively correlated with each other. Further inspections of the results indicated that respondents who reported low levels of test anxiety also reported significantly lower levels of language anxiety.

The findings of Cakıcı (2016) were supported by Demirtaş and Bozdoğan (2013), who examined university students' FLA and language performances. They found that students experienced a low level of anxiety and also the ones, who were less successful, suffered from the high level of anxiety in their English lesson. This outcome is contrary to that of Debreli and Demirkan conducted in 2016 who scrutinized the sources of speaking anxiety among 196 EFL students. Their results showed that a positive correlation existed between anxiety and achievement. In contrast to earlier findings (Koul et al., 2009; Park & French,

2013), however, no evidence of a significant difference between gender and language anxiety was detected.

The existing literature on language anxiety has highlighted several sources and effects of anxiety among Turkish EFL students (Debreli & Demirkan, 2016; Demirtaş & Bozdoğan, 2013). More recently, a much-debated question is related to identifying factors reducing language anxiety among students. Drawing on the issue of decreasing language anxiety levels of learners, Uştuk and Aydın (2016) focused on whether using paralinguistic features had an effect on learners' anxiety levels. They ascertained that the use of paralinguistic features in speaking classes helped decrease apprehension and fear of negative evaluation. That is why paralinguistic features could be utilized in order to alleviate language anxiety among students.

In another impressive research, Altunel (2018) designed a study in order to highlight the link between mindset and language anxiety. In her quantitative analysis, Altunel (2018) examined the opinions of 203 students studying at one private university and one state university. The findings of her study illustrated that no relationship exists between mindset and FLA. In addition, she concluded that no significant difference between participants' proficiency and their anxiety levels was found. This finding is contrary to previous studies, which have suggested that successful students have a lower level of anxiety (e.g., Gardner et al., 1986; Horwitz et al., 1986).

Language anxiety has a negative impact on achievement (Gardner et al., 1986; Horwitz et al., 1986). However, as Horwitz (2001) noted, in her comprehensive review of literature, most of the studies on FLA have only focused on the adult learner; however, the influence of anxiety on young learners' language performance has remained unclear. This argument is accepted by Aydın et al. (2017). They asserted that very little attention had been paid to the role of language anxiety among children. For this reason, they adapted the FLCA scale developed by Horwitz et al. (1986) and provided a valid instrument to measure FLA levels of young learners.

This section has attempted to provide a brief summary of the literature relating to positive psychology, FLE, and FLA. The following section will present

the participants, instruments, data collection procedure, and data analysis process of the study.

## **Chapter 3**

### **Methodology**

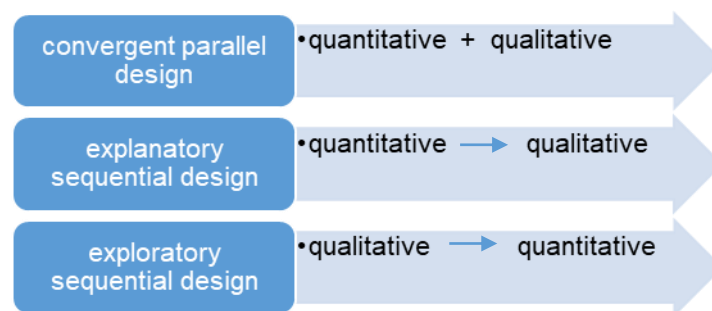
The third chapter is concerned with the methodology implemented for this study. First of all, the research design is presented by stating the adopted research methods. Then, the setting and participants of the study are introduced. After that, all data collection tools are described in detail. Finally, the data analysis process is explained by describing analysis methods one by one.

#### **Research Design**

A mixed-methods approach is adopted for the current study to better understand the interaction between foreign language anxiety and foreign language enjoyment of Turkish EFL students, the effects of FLA and FLE on actual English achievement, and the sources of those emotions. Since there are certain drawbacks associated with the use of both qualitative and quantitative techniques, a mixed-method research design is chosen to allow a more in-depth insight into FLE and FLA in the Turkish context.

A mixed-methods study combines both qualitative and quantitative research designs in order to explain a research problem in detail (Creswell, 2014). Mixed methods studies provide a better understanding of the research problem by implementing both qualitative and quantitative methods. To clarify, a mixed-method study is a more practical way of making clear inferences for research questions. Mixed method designs have a number of advantages over other research designs. First of all, the benefit of this kind of design is that it allows researchers to incorporate strengths of both quantitative and qualitative studies. Mixed methods designs offer an effective way of gaining “a better understanding of a complex phenomenon by converging numeric trends from quantitative data and specific details from qualitative data” (Dörnyei, 2007, p.45). Taking into account all of these advantages, according to Dörnyei (2007), this method is one of the practical ways of strengthening the validity of the study by providing generalizable findings. However, there are certain drawbacks associated with the use of mixed methods research. One certain drawback associated with the use of this design is that it needs lengthy time to complete the study (Creswell & Clark, 2018).

For Creswell (2014), the mixed-methods design is of three basic kinds: (1) “convergent parallel mixed-methods design,” (2) “explanatory sequential mixed methods design”, (3) “exploratory sequential mixed methods design.” Creswell and Clark (2018) define and discuss those designs respectively in their book titled “Designing and conducting mixed methods research.” As noted by them, convergent parallel mixed design can broadly be explained as quantitative and qualitative are conducted simultaneously, and the results are analyzed together. Each method is equally important in this kind of research design. The term explanatory sequential mixed methods design has been used to refer to gathering and analyzing quantitative data at the first step and then collecting qualitative data in another sequence in order to interpret quantitative data. On the other hand, in exploratory mixed methods design, researchers collect and figure out first qualitative data, and after that, they collect quantitative data for the purpose of explaining the research questions in detail (Creswell & Clark, 2018). Figure 1 presents an overview of types of mixed-method research design.



*Figure 1.* Types of mixed-method research design

As noted by Creswell (2009), four crucial factors, including “timing, weighting, mixing, theorizing or transforming perspectives,” need to be taken into consideration while implementing a mixed-method study (p.206). The timing issue refers to the order of data collection. Researchers need to decide whether qualitative or quantitative data will be gathered independently at different times or at the same time in line with the objective of the study. For weighting issues, researchers should consider whether qualitative and quantitative data are of equal importance or one of them is more prioritized. The mixing aspect refers to the process of deciding at which stage both data will be mixed. Data can be mixed at “data collection, data analysis, interpretation or at all three phases” (p.207). If “a mixing of the quantitative and qualitative research is connected between a data

analysis of the first phase of research and the data collection of the second phase of research”, this process is called connecting (p. 208). When researchers gathered “quantitative and qualitative data concurrently and integrated or merge the two databases by transforming the qualitative themes into counts and comparing these counts with descriptive quantitative data, it is called integrating the data (p. 208). The embedding process is defined as gathering “one form of data (say quantitative) and have the other form of data (say qualitative) provide supportive information” (p.208). The final factor is theorizing. Researchers need to illustrate whether an explicit or implicit theoretical framework guides the study.

In this study, an explanatory sequential mixed methods design is adopted to allow deeper insights into FLE and FLA in the Turkish context. This design will enable researchers to gather data at separate phases. In this regard, Creswell (2012) articulate that this research design “captures the best of both quantitative and qualitative data—to obtain quantitative results from a population in the first phase, and then refine or elaborate these findings through an in-depth qualitative exploration in the second phase” (p.543). In this method, quantitative data collection instruments are decided and implemented as the first step. After that, according to obtained outcomes, qualitative data collection instruments are specified and utilized as the second step of the study. It can be inferred that qualitative data are used to elaborate the quantitative data (Mills & Gay, 2016).

By using explanatory sequential design, quantitative data is collected initially, and after the results are analyzed, the qualitative part of the study is conducted. To clarify, first of all, two scales are distributed to students to find out students’ levels of FLE and FLA. Next, for the qualitative phase of the study, semi-structured interviews and reflective journals are used to elaborate FLE and FLA among Turkish EFL learners. This method is adopted because it helps the researcher to clarify the quantitative outcomes of the study. The adopted design provides data triangulation and increases the validity and reliability of the results. Moreover, this design is useful in terms of implementing the research and also interpreting the results.

## Setting and Participants

This study sample consists of ( $N=233$ ) fifth-grade students studying at a state secondary school in Manisa, Turkey. The setting is chosen as a state secondary school for the present study because students in this school are from different backgrounds. By including participants from different cultures and backgrounds, the study will have more generalizable results. In addition, this school is one of the projects- schools determined by the Turkish Ministry of National Education (MoNE). In 2017, MoNE decided to start intensive foreign language education for fifth graders, and within this context, a list of schools from different cities was chosen as project schools. For this reason, in this school, a new curriculum, which is foreign language intensive, is adopted for fifth graders in those project schools. The new program is designed in accordance with Common European Framework of References (CEFR) and gives importance to communicative functions of language (MoNE, 2017).

The school where the study is conducted is in the city center, and there are 50 teachers and 976 students in the school. Additionally, there were 233 fifth-grade students in the same academic term, and also all of the fifth graders voluntarily participated in the study. It is one of the most prominent state secondary schools in the city. This is because students studying in this school carry out different social responsibility projects and scientific projects under the coordination of their teachers. Moreover, they earn success in sports competitions, and they also do well in the exams hold by MoNE. For that reason, it can be stated that students studying in this school are successful not only in their academic lives but also in their social lives. Moreover, there are four sections that provide training for regular 5<sup>th</sup>-grade curriculum in this school, and there are two sections for the English intensive education program. While project class students take 13 hours of compulsory and 2 hours of optional English courses in a week, regular class students take 3 hours of compulsory and 2 hours of optional English courses in a week. Students who prefer to register in project class take an exam conducted by the school administration. Those students are evaluated according to both their GPA in fourth grade and the exam results to enroll in the project class. The ones who get the highest score undergo English intensive training. The coursebook used in project class is prepared by one of the well-known international publishers,



while regular class students use the coursebook provided by MoNE. That is why choosing participants from this school has provided an opportunity to compare students who receive different instruction, and it has provided rich data to explain the research questions.

Sampling refers to the process of selecting participants from the target population to collect data for a study (Creswell, 2012). Commenting on the significance of the sampling process, Marshall (1996) mentions that it is not practical to conduct a study with all populations. That is why it is crucial for researchers to decide the appropriate sampling method so that the study could represent the entire population. In the current study, a total of 233 fifth graders participated in the quantitative part of the study, and participants are selected by using the convenience sampling technique, which is defined by Best and Kahn (2006) as choosing the participants who are available, easy to connect, willing to participate to the study. Data is gathered from participants who are easily reachable and voluntary to participate in the study. Convenience sampling is selected for its practicality. Etikan et al. (2016) point out that “convenience sampling can be used in both qualitative and quantitative study, but it is frequently used in the quantitative study” (p. 4). Participants are determined as fifth-grade students for several reasons. First of all, the number of studies conducted with young learners is limited in the literature; for that reason, there is a need to identify those students’ feelings during the language learning process. Another important reason for choosing fifth graders is that no previous study investigated the FLE levels of those students in the Turkish context. The detailed information about participants is presented in the following table.

Table 1

*The number of participants attending the study*

	Project Class	Regular Class
Male	36	90
Female	32	75
Total	68	165

As Table 1 indicated, the number of students studying in the project class is 68, and the number of students studying in a regular class is 165. It can be seen from the data in Table 1 that 126 male students and 107 female students participated in the study. Moreover, mostly males comprise the study group in the project ( $N=36$ ) and regular class ( $N=90$ ).

After quantitative data is collected and results are obtained, a purposeful sampling method is used to choose participants for the study's qualitative phase. In the words of Best and Kahn (2006), purposeful sampling refers to selecting "participants who will provide the richest information, those who are the most interesting, and those who manifest the characteristics of most interest to the researcher" (p.19). With respect to the results of the quantitative research, a total of 12 students are specified according to their level of anxiety and enjoyment.

Thereafter, semi-structured interviews and reflective journal practices are conducted with those selected students. According to the statistical analysis results, students are ranked based on their language anxiety and language enjoyment levels. Hereby, two high anxious, two moderate anxious, and two low anxious students are selected for the qualitative phase. Similarly, students are categorized according to their enjoyment levels as high, moderate, and low enjoyment groups, and the researcher selects two students from each group. The researcher asks students whether they are willing to participate in the qualitative phase and asks them to fill the parent consent form and hand it in before interview sessions.

Having gotten permission from students, semi-structured interview sessions are initiated. Additionally, the researcher asks those 12 students to write weekly reflective journals to indicate their FLE and FLA levels. While determining students for the qualitative phase of the study, the researcher pays for selecting students from each class, having different levels of achievement, and distributions of male and female participants. In this way, the researcher seeks to decide on the best representatives of the population.

After the grouping process, based on the criteria mentioned above, the researcher conducts interviews with volunteer students. After each interview session, the researcher distributes reflective journal templates to the participants

by giving instructions about what they need to do with those journals and asking them to write their emotions on that reflective journal template distributed by the researcher each week. The table below illustrates the detailed information about students attending the qualitative phase of the study.

Table 2

*The number of participants attending the qualitative phase of the study*

	Project class	Regular class
Female	2	3
Male	3	4
Total	5	7

Table 2 provided the number of participants in the qualitative part of the study. It is apparent from this table that five students from project class and seven students from regular class attend the interview sessions and keep reflective journals. Closer inspection of the table indicates that the number of males ( $N=7$ ) is considerably higher than females ( $N=5$ ). Figure 2 illustrates the sampling process for both quantitative and qualitative data.

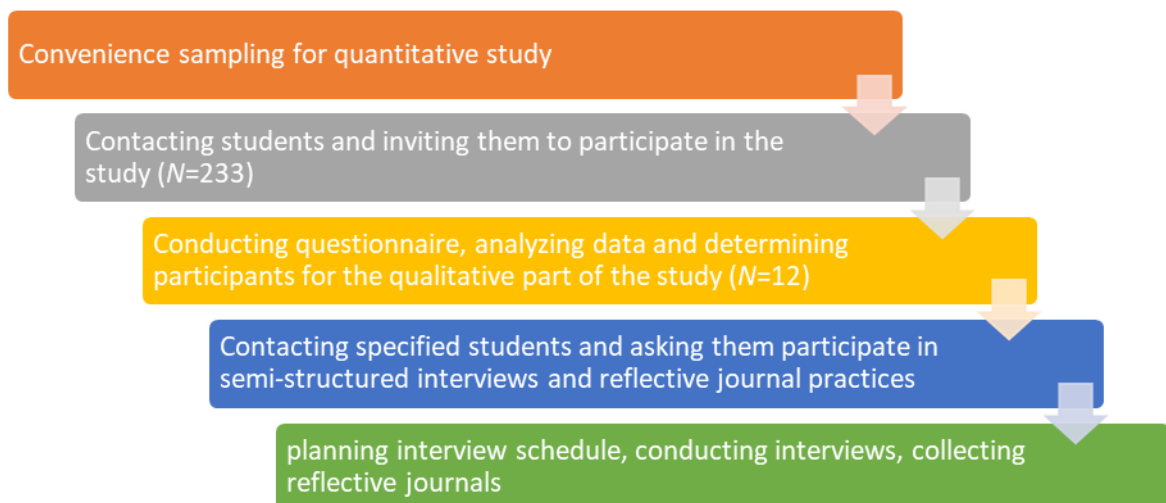


Figure 2. The sampling process of the study

In the personal information form, participants were asked to indicate their last term English grades so that researcher could analyze and interpret the obtained results according to their achievement levels. The participants are divided into three groups based on their performance on their English exams. K-means cluster analysis is performed to categorize the participants. According to analysis results, participants are classified as high, moderate, and low achievers.

Table 3

*The distribution of participants according to their performances*

	Frequency (f)	Percentage %
Low achievers	51	21.9
Moderate achievers	94	40.3
High achievers	88	37.8

Table 3 provides the results obtained from descriptive statistics and K-means clustering. Based on their English exam mark in the school report of the last semester, participants are divided into three groups. Accordingly, the participants who score between 41- 69 are accepted as low achievers, and the ones who score between 70 and 86 are classified as moderate achievers. Finally, the participants who score 87 and 100 are classified as high achievers. The number of students categorized in each group is highlighted in Table 3. From this data, it can be clearly seen that 51 low achievers, 90 moderate achievers, and 88 high achievers participate in the current study.

Participants are asked to indicate their language backgrounds, including study hours, attending a private course, and family support to better understand the determinants of the emotions that students experience. Descriptive statistics are used to analyze the responses of participants. Detailed information on participants' backgrounds is provided in Table 4.

Table 4

*Demographic information of participants*

		Frequency (f)	Percentage %
Attending private course	Yes	136	58.4
	No	97	41.6
Whether family members know English	Yes	163	70.0
	No	70	30.0
Whether family members support you in the process of learning English	None	30	12.9
	Sometimes	132	56.7
	Always	71	30.5
Time that you allocated to study English in a week	none	17	7.3
	1 or 2 hours	136	58.4
	3 or 4 hours	52	22.3
	More than 5 hours	28	1.0

As can be seen from the table above, the majority of students ( $N=136$ ) attend private English courses, while 97 of them do not attend any courses. More than half of the students ( $N=163$ ) report that their family members know English; however, 70 of them report that none of their family members know English. Closer inspection of the table demonstrates that while most respondents ( $N=132$ ) state their family members sometimes help them while studying English lessons, the minority of them ( $N=71$ ) state that their family members always help them. On the other hand, a small number of students ( $N=30$ ) mention that their families never help them while studying English. Table 4 also indicates that almost half of

the students ( $N=136$ ) report that they spend one or two hours studying English. Fifty-two participants state that they study 3 or 4 hours; 28 of them report that they study more than 5 hours, and 17 of them report that they never study English.

## Instruments

In the current study, a *personal information form*, *Foreign Language Enjoyment Scale* and *Children's Foreign Language Anxiety Scale*, *semi-structured interview*, and *reflective journals* are used to collect data.

In the personal information form, which the researcher designed, participants are asked to indicate their gender, GPA, time allocated to study English, attending private English course, whether their family members know English, and whether their family members help them study English.

**Questionnaire.** Brown (2001) defines the questionnaires as “written instruments that present respondents with a series of questions or statements to which they are to react either by writing their answers or selecting from the given answers” (p.6). Drawing on the advantages of questionnaires, Dörnyei and Taguchi (2009) put forward that “the main attraction of questionnaires is their unprecedented efficiency in terms of (a) researcher time, (b) researcher effort, and (c) financial resources” (p.9). In this sense, most of the researchers prefer questionnaires as data collection tools because they provide an opportunity to collect data from a large number of participants in a short time. In the present study, data are collected using two questionnaires for the quantitative phase of the study. The permission for the use of the questionnaires in this study is received via e-mail.

*Foreign Language Enjoyment Scale* developed by Dewaele and MacIntyre in 2014 is administered to identify the foreign language enjoyment levels of the participants. There are 21 items in a 5-point Likert-type scale from “strongly agree” to “strongly disagree” on this scale. According to Dewaele and MacIntyre (2014), the foreign language enjoyment scale has a good internal consistency with a Cronbach alpha coefficient reported of .86. It differentiates two main dimensions of FLE: FLE-Social, which is about classroom atmosphere, peers and teachers, and FLE-Private, which is related to the sense of achievement and feeling of enjoyment. Alphas obtained for FLE-Social and FLE-Private are .87 and .78,

respectively, indicating a very high internal consistency. They also state that all items are positively phrased (Dewaele & MacIntyre, 2014). The Cronbach's Alpha reliability coefficient of the FLE scale for the current study is calculated as .84. When it comes to the FLE scale sub-dimensions, Cronbach's Alpha reliability coefficients for FLE private are calculated as .77, and for FLE social is calculated as .75. FLE scale is suitable for both adult and young learners since it is originally administered to participants whose ages ranged from 11 to 75. This means that the scale can be used to measure children's FLE levels. Moreover, the participants of the study run by Dewaele and MacIntyre (2014) are from different nationalities. That is why it can be inferred that the scale is appropriate for different cultures and can be administered in the Turkish context without adaptation.

The FLE scale is originally in English, and there is no Turkish version of the scale; therefore, the researcher aims to adapt the FLE scale into Turkish as a first step. After necessary permission is obtained from the developers of the FLE scale, all the items are translated into Turkish by applying the translation- back-translation procedure.

The translation of the scale is completed by three professionals in field of language education. Then, the translated versions of the scale are sent to other independent two professionals, and they are asked to select the best translation for each item. Those professionals note the problematic statements. After necessary corrections are made, the Turkish version scale is given to four professionals and asked to translate the scale into English. As a final step, the researcher asks two other professionals to choose the best English version among four translations. In this way, the finalized version of the FLE scale was formed.

*Children's Foreign Language Anxiety Scale* adapted by Aydın et al. in 2017 is used to measure FLA levels of Turkish EFL students. The authors adapted this scale from FLCAS developed by Horwitz et al. (1986) on the grounds that FLCAS is suitable only for adult learners. They stated that it is inappropriate to use this instrument with young learners because of children's cognitive features. Moreover, the authors put forward that there is a gap in the literature on instruments to measure children's language anxiety levels. For that reason, they decided to revise the scale and to make it more understandable for children. As a first step, Aydın and his colleagues (2017) translated FLCAS into Turkish with five experts

and administered the translated version to check its validity and reliability. Then, they simplified the items of the scale by considering the linguistics and conceptual developments of children. Having reached the consensus among experts, the researchers piloted the scale to identify the problematic items. The final form of the scale was administered to measure the FLA levels of young learners. According to the results of statistical analysis, a valid and reliable scale including 20 items was formed.

In their adapted scale, there are 20 items, including facial expressions ranging from one to five. The expressions ranged from very unhappy to very happy. In the current study, instead of using facial expression, a five-point Likert type version ranging from very unhappy to very happy of the scale was utilized. The scale consists of three components which are communication apprehension, test anxiety, fear of negative evaluation. According to Aydın et al. (2017) scale has a good internal consistency with a Cronbach alpha coefficient reported of .84. For the current study, Cronbach's Alpha values were found as .74. The scale originally is developed in Turkish. The setting of the original study matched with the present study. That is why the researcher used Childrens' Foreign Language anxiety scale quintessentially.

**Semi-structured interviews.** As Gill et al. (2008) stated, three types of interviews, including structured, unstructured, and semi-structured, are frequently implemented by researchers. In this study, the semi-structured interview method is adopted. In structured interviews, participants respond to pre-determined questions; however, researchers do not utilize a set of pre-determined questions in unstructured interviews. For that reason, unstructured interviews are more flexible and spontaneous. The semi-structured interview is one of the widely used instruments to gather qualitative data (Saldaña & Omasta, 2018). This term is used by Heigham and Croker (2009) to refer to the interview method "where the interviewer has a clear picture of the topics that need to be covered but is prepared to allow the interview to develop in unexpected directions where these open up important new areas" (p. 186). In this study, the semi-structured interview is adopted since, as stated by Merriam (1998), it "allows the researcher to respond to the situation at hand, to the emerging worldview of the respondent, and to new ideas on the topic" (p. 74). Saldaña and Omasta (2018) noted that during this type



of interview, interviewers have a chance to make adjustments and ask follow-up questions based on interviewees' responses. For this reason, researchers need to listen to interviewees very carefully.

For the *semi-structured interviews*, the researcher prepared a list of questions to elicit the information on foreign language enjoyment and anxiety levels of the participants and discover the factors associated with those two emotions after reviewing the related literature. The interview form was made of 18 questions prepared to find answers to the research questions. Three different field experts checked the form, and according to their feedback, the necessary changes were made. Interviews were conducted in Turkish so that participants can express their opinions better in view of the students' proficiency levels. The researcher conducted interviews through face-to-face meetings because it was more convenient and easy to get direct answers to students' interview questions. Twelve students having different levels of anxiety and enjoyment participated in the interview sessions. Each session took almost 20-30 minutes. The researcher used a voice recorder during the interview sessions, and after all the sessions were completed, the researcher transcribed those recordings. Those semi-structured interviews have provided a detailed portrait of each learner and their emotions in foreign language lessons.

**Reflective journals.** Reflective journals are the second instrument implemented in this study to collect qualitative data. To identify the factors that cause enjoyment and anxiety during lesson and keep track of students' levels of FLE and FLA, the researcher asks students to keep weekly *reflective journals*. Students are requested to express the moments they enjoy and the moments they feel anxious during the lesson. The term reflective thinking was introduced by Dewey (1933) as "active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and further conclusions to which it tends" (p. 9). Reflective practices provide learners an opportunity to assess their own learning experiences. In this sense, Wagner (1999) stated that the utilization of reflective journals as data collection tools provides rich and valuable data for researchers. For this reason, in the current study, the reflective journal is used as a data collection tool to track students' emotions during English classes. Hubbs and Brand (2005) mentioned that

“instructors using reflective journals can clarify their expectations by initially providing students with guidance, explaining that the purposes of journal are self-reflection and professional development” (p. 65). To this end, participants are informed about the purposes of keeping reflective journals and the benefits of keeping those journals. Since participants have never experienced reflective practices, the researcher explains how they need to keep the journal entries.

The researcher provided students a template with the guided questions for reflective journals so that participants describe their feelings in detail. The reflective journal template was prepared according to the research objectives. The aim was to find out the specific events that stimulate the positive and negative emotions of students. Moreover, with the help of reflective journals, participants will be able to express their language learning experiences. They will be able to reflect on the underlying factors of their feelings for the language classes. The reason for keeping reflective journals is to allow students to evaluate the in-class activities related to each language skill. To be more precise, the researcher aims to address students’ emotions on language skills and find out whether their emotions change depending on certain skills. The participants are expected to keep four reflective journals at the end of the study. Figure 3 presents the data collection instruments in this study.

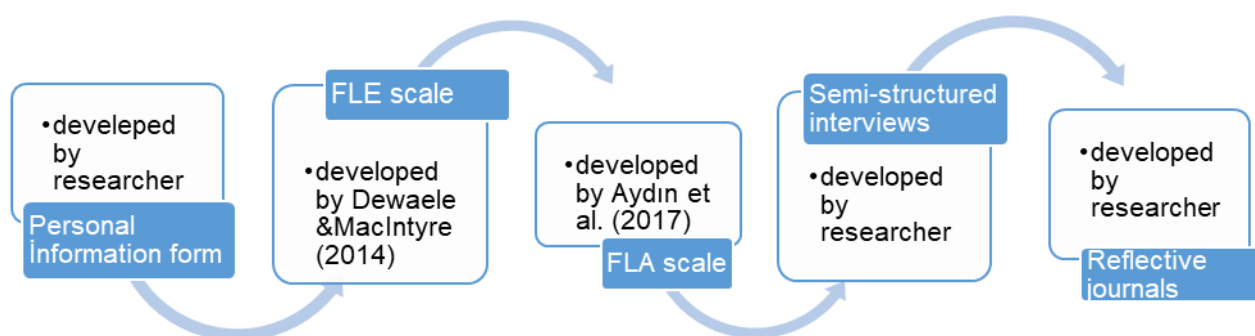


Figure 3. Data collection tools

### Data collection

The study was conducted 2019-2020 spring term. Before conducting the study, written permissions via email were obtained from the developers of two

scales to use them in the current study. After that, ethical approval from Hacettepe University ethics committee and MoNE was obtained. Moreover, school administration, participants, teachers of the participant students, and their parents were informed about the study, and their approval was received.

Before carrying out the actual study, a pilot study was conducted with 60 students in order to uncover a priori problems with the instruments. By drawing on the importance of piloting a study, Dörnyei (2007) suggested that “just like theatre performances, a research study also needs a dress rehearsal to ensure the high quality (in terms of reliability and validity) of the outcomes in the specific context” (p. 75). As a first step, the FLE scale and FLA scale were distributed to students. At this stage, the researcher asked participants to tick off the incomprehensible statements. The students noted unclear and ill-worded items on the questionnaire. After that, the researcher conducted semi-structured interviews with the six volunteer students and asked them to write reflective journals for once. Piloting group students were asked to give feedback about the misleading or unclear questions during the interview session. Having finished the interview sessions, the researcher distributed reflective journal templates for the students and give them one week to complete and hand them to the researcher. The participants wrote unclear points related to questions in those reflective journals.

According to the pilot study results and the feedback of participants, necessary revisions were made on all the instruments. The problems with the wording of items in both questionnaires, interview questions, and reflective journals were changed. The finalized version of each instrument was presented to the participants of the actual study. Moreover, by means of the pilot study, the researcher could find out how long the implementation of each instrument would take. Thanks to this, the researcher could spare enough time for data collection in advance and enlighten the school administrators on the data collection process.

Data were collected through two aforementioned questionnaires, semi-structured interviews, and reflective journals in the current study. After getting the necessary permission from the ethical committee and school administration, the data collection process had started. The researcher started to collect data in the first week of the academic term. Before each data collection session, participants were informed briefly about the purpose of the study and the application of the

questionnaires. The researcher asked for their consent via a voluntary participation form. First of all, the researcher visited the school principal to get information about the data collection setting. Additionally, the school principal was informed about the purpose of the study and data collection procedure. After that meeting, the appropriate time scales were determined for the administration of instruments. The first step of the data collection process was to gather quantitative data. The researcher herself was responsible for the delivery of the questionnaires. The questionnaires included a cover page that briefly explains the purposes of the study and the researchers' contact details. Students are informed about the confidentiality of their responses before collecting data. Moreover, it is stated that the participation is voluntary basis. All the questionnaires were distributed to participants by visiting them in their classes. Participants were asked to write their nicknames on the questionnaire in order that the researcher could single out the ones who participate in the qualitative part of the study. The completion of two questionnaires lasted for 20 minutes on average, and the whole quantitative data were collected within a week.

After getting all the questionnaires, the researcher analyzed the data by using the Statistical Package for the Social Sciences (SPSS) software to identify students who take part in the qualitative phase. According to the results of data analysis, each student was divided into groups under six headings: high anxiety, low anxiety, medium anxiety, high enjoyment, low enjoyment, and medium enjoyment. This classification system was useful because it provided the researcher a basis for selecting participants for the second step of the study. Based on analysis results, two students from each group were selected as the interviewees. Having finished the grouping process, the researcher contacted with school administration on the purpose of deciding on voluntary students. Thereafter, a convenient time for every interview session was appointed. The researcher, with 12 participating students, conducted Semi-structured interviews. The interviews were administered through face-to-face meetings to have the chance of directly communicating with the students. Each interview took an average of 20-30 minutes. Carrying out interviews with all those students took one week. Each interviewee was informed about the time and setting of the meeting in advance. The school counselor's room was determined as the meeting room for

interviews because it was spare and it was suitable to conducted interviews without interruption. Thus, the researcher was able to conduct interviews without interrupted by external factors. All participants gave consent for voice recording. All the interviews were recorded in order not to lose data and then transcribed by the researcher. Interview data were analyzed by means of content analysis.

During the interviews, the researcher tried to elaborate on students' language learning history, their feelings related to learning English, motivation to learn English, what makes them anxious during English classes, and whether they enjoy while learning English. Language learning stories were asked because it is known that they provide detailed information about participants' "past emotions and memories of these emotions" (Swain et al., 2011, p. 82). In this way, the researcher was able to understand the underlying reasons for students' emotions.

Having completed the interviews, the researcher asked interviewees to keep weekly reflective journals during the semester. Participant students' teachers helped the researcher while distributing and collecting those journals. Having prepared enough copies of journals, the researcher gave them to the teachers of participants and asked them to hand out each copy to selected students on predetermined dates. Participants were informed about how to write journals in advance by the researcher, and they were asked to submit their journals to their teachers after completing each one. The researcher appealed for help from the English teachers of participants so that students treat reflective journals seriously and give trustful answers. In line with this objective, the researcher informed the teachers on the purpose of reflective journals, and they agreed to aid the researcher in following-up those journals.

At the end of the study, the researcher collected four reflective journals from each student. Students were asked to write their experiences and the specific moments that they feel anxiety and enjoyment. The researcher gave students loose guidelines for the journals because it is difficult for young learners to write about their experiences without instruction. Participants were asked to write their feelings in the form of a short paragraph. Participants were also asked to write their names or nicknames, which they utilized during interviews on the template. The researcher aimed to compare the answers in reflective journals, interviews, and questionnaires to uncover the factors that play a role in determining

enjoyment and anxiety. Table 5 shows the dates of the collection of reflective journals.

Table 5

*The details about the collection time of reflective journals*

	Date
Reflective journal 1	21.02.2020
Reflective journal 2	28.02.2020
Reflective journal 3	06.03.2020
Reflective journal 4	13.03.2020

As presented in Table 5, the collection of reflective journals completed in four weeks. Since the schools were closed in Turkey on the 13th of March, 2020, due to the spread of the Covid-19 pandemic, the researcher had to finish the collection of reflective journals on that date. Figure 4 presents the summary of the data collection process.

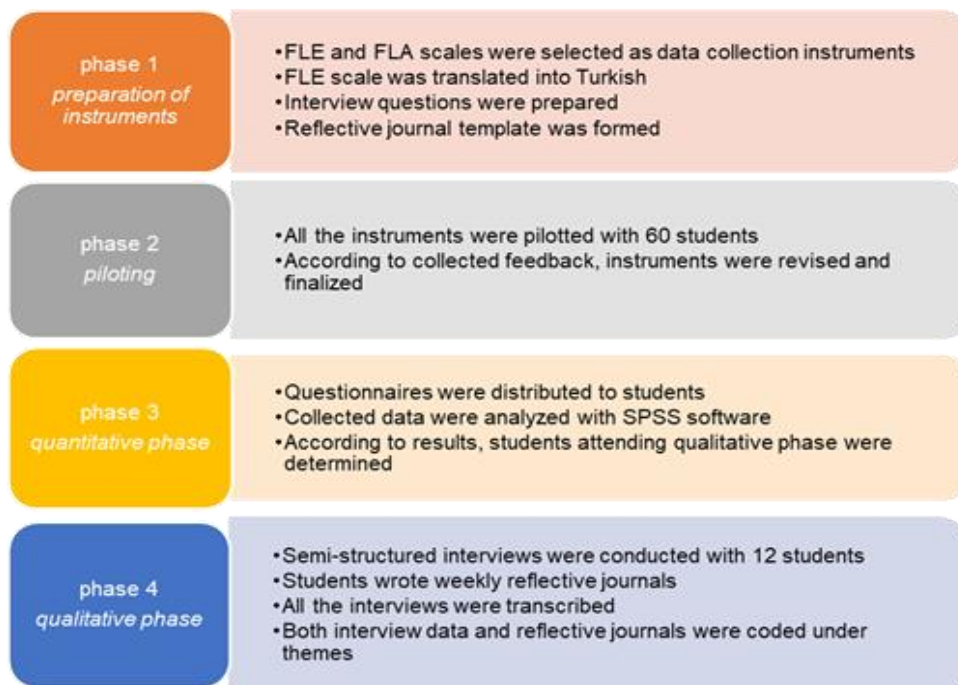


Figure 4. Data collection process

## Data Analysis

A mixed-method research design is adopted for the present study to allow a more in-depth insight into FLE and FLA among Turkish EFL students as well as their relationship with students' achievements. For this reason, both quantitative and qualitative analysis methods were performed separately. After receiving the quantitative data, it was entered and analyzed with SPSS 24 software.

Firstly, the assumption of normality for both foreign language enjoyment and children's' foreign language anxiety scale was checked to decide whether parametric or non-parametric tests would be performed. According to Kolmogorov-Smirnov test results, data was normally distributed for both FLE and FLA scales at  $p < .05$  level. Moreover, the investigation of histogram charts and Q-Q plots, which presented a straight line, indicated that data were normally distributed (see Appendix F).

For further analysis, skewness and kurtosis values were checked. As stated in Pallant (2010), if the skewness and kurtosis values are very close to 0, it indicates that data is normally distributed. In this study, skewness and kurtosis values were between +1 and -1, so it pointed out that data showed a normal distribution. In the light of this information, the FLE scale and FLA scale were normally distributed, which means that parametric tests could be used in order to analyze data. The table below illustrates the detailed information about descriptive results for FLE and FLA scales.

Table 6

*Descriptive statistics for normality test*

	N	Mean	Median	5% Trimmed Mean	Std Deviation	Skewness	Kurtosis
FLE scale	233	3.87	3.95	3.90	.57410	-.757	.788
FLA scale	233	3.198	3.20	3.20	.39439	-.200	.801

As can be seen in Table 6, data showed normal distribution in the current study. The skewness and kurtosis values were yielded to be within the standard values of -1 and +1, which is presented by Pallant (2010). As noted by Pallant

(2010), mean and trimmed mean need to be close to each other for the normal distribution. In this sense, from the table above, it can be seen that mean and trimmed mean were close to each other. These findings indicated the normality of distribution. As stated previously, Q-Q plots and histogram graphs also confirmed the normal distribution. Normally distributed data is essential for parametric tests. Otherwise, researchers need to perform non-parametric tests. These results, therefore, suggested that parametric tests could be utilized to analyze the data.

As for the quantitative analyses, both descriptive and inferential statistics were used to analyze collected data. To answer the first and second research questions regarding level anxiety and enjoyment among students, means scores and standard deviations were calculated using descriptive statistics. For the third research question, to identify whether FLE and FLA levels differ according to gender, an independent sample T-test was conducted. After that, to answer the fourth research question on the effect of teacher strictness on students' emotions, one-way ANOVA was utilized. Additionally, for the fifth question, Pearson product-moment correlation coefficient was conducted to explore FLE and FLA's relationship. Finally, to answer the sixth question, a stepwise regression analysis was used to explain the relationship between FLE, FLA, and language achievement.

Both interview data and reflective journals were analyzed by using qualitative content analysis. Before starting the analysis, audio-recorded interviews were transcribed by the researcher with caution to prevent data loss. All the data was read by the researcher several times to get an overall idea. As a first step, the researcher determined the codes to identify specific ideas according to research questions, interview questions, and relevant literature. Codes in qualitative data are used in order to refer to "tags or labels for assigning units of meaning to the descriptive or inferential information compiled during a study" (Miles & Huberman, 1994, p. 56).

The researcher formed a list of codes as an initial step. After that, she asked two professionals to code the data to achieve inter-coder reliability in the study. Those codes were assigned into categories to form the theme of the study. The researcher asked two experts to code separately to increase reliability. Having reached a consensus among coders, those codes were assigned into certain



categories, and answers to research questions were presented. In this process, MAXQDA 2018 was used to analyze qualitative data. The interviews were held in Turkish, and students wrote their views in Turkish to the reflective journal. That is why the researcher translated their statements into English with the purpose of presenting them in this study. Both interview and reflective journal entries were presented and interpreted together in the study's findings and discussion. The table below illustrates a detailed summary of the data analysis process referring to the research questions.

Table 7

*Data Analysis Summary*

<b>Research Questions</b>	<b>Instruments</b>	<b>Number of participants</b>	<b>Data collection method</b>	<b>Data analysis</b>
1) What is the FLE level of Turkish EFL students?	FLE Scale	233	Quantitative	Descriptive statistics
2) What is the FLA level of Turkish EFL students?	FLA scale	233	Quantitative	Descriptive statistics
3) Does the level of FLE and FLA vary according to gender?	FLE scale, FLA scale, demographic information	233	Quantitative	T-test
4) Does the level of FLE and FLA vary according to teacher strictness?	FLE and FLA scale, demographic information	233	Quantitative	ANOVA
5) What is the relationship between FLA and FLE?	FLE and FLA scale	233	Quantitative	Correlation
6) What is the relationship between FLA, FLE, and achievement?	FLE and FLA scale, demographic information	233	Quantitative	Regression
7) What are the sources of FLE and FLA for students?	Reflective Journals, Student Interviews	12	Qualitative	Content analysis

## Chapter 4

### Results

The current study's central aim is to scrutinize the relationship between FLE and FLA levels of students in the Turkish EFL setting. This paper has presented the purpose of the study, existing literature on FLE and FLA, and the methodology of the study. In this chapter, the findings of the current study are presented. The answers to each research question are elaborated in detail.

#### Results of Quantitative Data Analysis

Quantitative data of this study was gathered using a personal information form and two questionnaires mentioned above to discover the Turkish EFL learners' levels of FLA and FLE. As explained earlier, fifth graders ( $N=233$ ) participated in the quantitative phase of the study.

Before proceeding to examine the research questions, the normality of gathered data was checked. It was revealed that data normally distributed. Histograms and QQ plots graphics were presented as the output of the analysis. Since the data followed a normal distribution, parametric tests were conducted to analyze the data.

#### Research question 1. What is the FLE level of Turkish EFL students?

The first research question tried to answer the overall FLE levels of participants. The high mean value, which is above 3.50, indicates that participants enjoy while learning English. Descriptive statistics were applied to identify the enjoyment levels of Turkish EFL learners. The table below provides the results obtained from descriptive statistics.

Table 8

*Descriptive statistics for FLE levels of participants*

	<i>N</i>	<i>Mean</i>	<i>SD</i>
FLE	233	3.87	.57410

Table 8 provides the results obtained from descriptive statistics of the FLE scale. As shown in the table above, participants enjoyed their English classes ( $M=3.87$ ,  $SD=.574$ ). The results revealed that participants experience enjoyment in the course of language learning.

Having identified the overall FLE levels of students, the mean values for sub-dimensions of the FLE scale were examined to identify whether learners' positive feelings drive by personal or external factors. The obtained results were presented in Table 9.

Table 9

*Descriptive statistics for components of FLE scale*

	<i>N</i>	<i>Mean</i>	<i>SD</i>
FLE social	233	3.95	.64797
FLE private	233	3.81	.61864

Further analysis was conducted to reveal the mean values of components of the FLE scale. As was pointed out in the methodology part of this paper, FLE social component referred to the factors related to teachers, peers, and classroom environment, while FLE private referred to personal characteristics contributing to learners' satisfaction. Table 9 illustrated that the mean values of FLE social ( $M=3.95$ ) and FLE private component ( $M=3.81$ ). What is striking about the data in this table is that factors related to teacher and classroom environment significantly impact participants' enjoyment levels than personal factors.

Each item in the FLE scale was examined in detail to better understand students' feelings in the course of language. To this end, the mean scores for each item were calculated by the researcher. Closer inspection of the mean scores of each item in the FLE scale is summarized in Table 10.

Table 10

*Descriptive statistics for items of FLE scale*

	<i>N</i>	<i>Mean</i>	<i>SD</i>
I can be creative	233	3.87	1.099
I can laugh off embarrassing mistakes in FL	233	2.45	1.411
I do not get bored	233	3.95	1.215
I enjoy it	233	4.16	1.109
I feel as though I am a different person during the FL class	233	3.14	1.432
I learnt to express myself better in the FL	233	3.73	1.152
I am a worthy member of the FL class	233	3.75	1.152
I have learnt interesting things	233	4.22	.995
In class, I feel proud of my accomplishments	233	4.06	1.237
It is a positive environment	233	3.79	1.244
It is cool to know FL	233	3.94	1.156
It is fun	233	4.22	1.086
Making errors is a part of the learning process	232	4.26	1.009
The peers are nice	233	3.97	1.106
The teacher is encouraging	233	4.27	.987
The teacher is friendly	233	4.38	.971
The teacher is supportive	233	4.35	.893
There is a good atmosphere	233	3.88	1.217
We form a tight group	233	3.53	1.207
We have common "legends", such as running jokes	233	3.50	1.310
We laugh a lot	233	3.94	1.175

As can be seen from Table 10, students enjoy language learning in general. The majority of participants ( $M=4.16$ ) reported that they take pleasure in learning English. Almost all participants ( $M=4.22$ ) agreed that learning English is fun and stated that they learn interesting things in their English classes. Most of them ( $M=3.94$ ) reported that learning a foreign language is cool and mentioned that they laugh a lot in language. Over half of respondents ( $M=3.95$ ) indicated that they do not bore in English classes. Participants ( $M=3.97$ ) indicated that their peers are nice. It is apparent from this table that the teacher is a key factor in participants' FLE levels. Encouraging, friendly, and supportive behaviors of teachers increase students' enjoyment in their language classes. Moreover, when asked about the learning environment, the participants believed that they have a positive classroom environment. When all results are considered, it could be seen that teacher, and

learning environment-related factors strongly predicted the learners' enjoyment levels.

### **Research question 2. What is the FLA level of Turkish EFL students?**

The second research question sought to identify the overall language anxiety levels of participants. The high mean value indicated lower FLA levels since the scale ranged from very unhappy to very happy.

Table 11

*Descriptive statistics for FLA levels of participants*

	<i>N</i>	<i>Mean</i>	<i>SD</i>
FLA	233	3.19	.39439

Descriptive analysis was applied to reveal the FLA level of participants. The items in the scale asked students indicate whether they feel happy or unhappy in a given situation. These results, therefore, need to be interpreted with caution because the high mean value indicated a low level of anxiety. As shown in Table 11, participants experienced moderate level anxiety ( $M=3.19$ ,  $SD=.394$ ) in English classes.

The components of the FLA scale were investigated to elaborate on the sources of anxiety among participants. The descriptive statistical results of components of the FLA scale are presented in the table below.

Table 12

*Descriptive statistics for components of FLA*

	<i>N</i>	<i>Mean</i>	<i>SD</i>
Communication apprehension	233	3.68	.51434
Fear of negative evaluation	233	2.61	.48170
Test anxiety	233	2.81	.62702

Descriptive statistics were performed to uncover the sources of FLA. Table 12 presents that while participants have low-level communication apprehension ( $M=3.68$ ), they have a high level of FNA ( $M=2.61$ ) and test anxiety ( $M=2.81$ ). What stands out in the table above is that communication apprehension does not have a significant effect on FLA. However, those findings suggest that FNA and test anxiety are significant determinants of FLA among participants.

A further statistical test was performed to understand the FLA anxiety levels of participants better. The obtained results are presented in Table 13.

Table 13

*Descriptive statistics for items of FLA scale*

	N	Mean	Std. Deviation
1. How do you feel if you have more English lessons?	233	3.82	1.073
2. How do you feel when you have English examinations?	233	3.28	1.015
3. How do you feel when you attend English class?	233	4.19	.909
4. How do you feel while you are speaking English in the class?	233	3.89	1.079
5. How you feel when your teacher calls you in your English classes?	233	4.09	.879
6. How do you feel when you are given a chance to speak in your English class?	233	4.41	.836
7. How do you feel when you see there are man rules to learn to speak English?	233	2.99	1.093
8. How would you feel if you spoke to a native speaker of English?	233	4.10	1.144
9. How do you feel while you are speaking English in front of your classmates?	233	3.73	1.054
10. How do you feel when you have to speak without any preparation in English classes?	233	2.55	1.125
11. How do you feel when you forget things you know in your English class?	233	1.70	.812
12. How do you feel when you make mistakes in English class?	233	1.89	.842
13. How do you feel if you fail in English classes?	233	1.48	.777
14. How do you feel when you don't understand what the teacher is correcting?	233	2.41	1.031
15. How do you feel when you don't understand what the teacher is saying in English?	233	2.26	.972
16. How do you feel when the English teacher asks a question which you haven't prepared in advance?	233	1.96	.950
17. How do you feel if other students laugh at you while you are speaking English?	233	1.52	.896
18. How do you feel when you are well prepared for English class?	233	4.76	.763
19. How do you feel when you volunteer answers in English classes?	233	4.27	.948
20. How do you feel when you are well prepared for an English examination?	233	4.66	.805

The mean values for each item in the children's FLA scale were highlighted in Table 13. This table is quite revealing in several ways. First, most of the participants agreed that they feel less anxious if they are prepared for their exams ( $M= 4.66$ ) and their classes ( $M=4.76$ ). In addition, the majority of respondents ( $M=1.52$ ) stated that they fear being humiliated by their friends if they make a mistake. They also fear making a mistake ( $M=1.89$ ) and failing in the exams ( $M=1.48$ ). Most of them ( $M=1.70$ ) indicated that they are worried about forgetting what they know. A common theme that emerged from this table is that fear of failure and fear of negative evaluation significantly impact participants' language levels.

Closer inspection of the table indicated that students are willing to participate in the lesson because they stated that they feel happy when the teacher calls them and give them a chance to speak in English classes. Almost half of the respondents ( $M=2.99$ ) indicated that they feel unhappy because of the rules they need to learn. Some participants reported that they feel unhappy when they cannot understand the teacher's correction or teacher talk in the classroom. The participants almost on the whole ( $M=1.96$ ) demonstrated that they feel anxious the teacher put them on the spot when they are unprepared for the lesson. Taken together, these results indicated that students feel nervous because they are mostly worried about being criticized by their friends in the course of language. Moreover, they feel more anxious when they have a fear of failure.

### **Research question 3. Does the level of FLE and FLA vary according to gender?**

The third research question aimed to examine the gender effect on participants' anxiety and enjoyment levels. An independent sample t-test was carried out to identify the impact of gender on students' FLE and FLA levels. The first set of analyses was conducted to reveal differences between males and females regarding enjoyment levels. The table below provides the results of t-test statistics.

Table 14

*Independent sample T-test results for gender effect on FLE*

<i>Gender</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>df</i>	<i>t</i>	<i>p</i>
Male	126	3.90	.620	231	.695	.057
Female	107	3.84	.515			

An independent sample t-test was performed to uncover the gender effect on language enjoyment. Table 14 provides the results obtained from independent t-test analysis. According to the results, no significant difference between males ( $M=3.90$ ,  $SD=.620$ ) and females ( $M=3.84$ ,  $SD=.515$ ;  $t(231) = -.695$ ,  $p > .05$ , two-tailed) was observed. From this data, it can be inferred that participants' FLE levels appeared to be unaffected by gender differences.

Another purpose of the third research question was to compare male and female participants' anxiety levels. An independent sample t-test was performed to analyze the relationship between gender and FLA levels of Turkish EFL students.

Table 15

*Independent sample T-test results for gender effect on FLA*

<i>Gender</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>Df</i>	<i>t</i>	<i>p</i>
Male	126	3.21	.447	231	-.714	.001
Female	107	3.17	.320			

The results of the t-test analysis are set out in Table 15. The difference between the FLA levels of males and females was significant. The results indicated that FLA levels of males ( $M=3.21$ ,  $SD=.447$ ) were lower than females ( $M=3.17$ ,  $SD=.320$ ;  $t(231) = -.714$ ,  $p < .05$ , two-tailed) with a small effect size (Cohen's  $d=.1$ , Cohen, 1988). This result indicates that female participants are more anxious than their male counterparts in language classes.



**Research question 4. Does the level of FLE and FLA vary according to teacher strictness?**

The purpose of the fourth research question was to reveal the effect of teacher-related variables on participants' anxiety and enjoyment levels in the course of language learning. Participants were asked to indicate whether their teachers are strict or not. Descriptive statistics results regarding teacher strictness were summarized in Table 16.

Table 16

*Descriptive statistics for teacher strictness*

		Number
How strict is your English teacher?	Not at all	58
	A little	90
	Too strict	84

The first set of analyses was performed to explore whether participants have a strict English teacher or not. As presented in Table 16, the majority of participants ( $N=90$ ) stated their teachers are a little strict. 84 of them reported their teachers are too strict, while 58 of them reported their teachers are not strict at all.

Having grouped all the participants, differences between each group were analyzed using a one-way ANOVA test. The first set of analyses was conducted to explore the relationship between teacher strictness and FLE.

Table 17

*One-way ANOVA results for the effect of teacher strictness on FLE level*

	<i>Sum of squares</i>	<i>Df</i>	<i>Mean square</i>	<i>F</i>	<i>Sig.</i>
Between Groups	3.737	2	1.869	5.896	.003
Within Groups	72.568	229	.317		

A one-way ANOVA was carried out to explore whether teacher strictness is a determinant factor for FLE levels of respondents. It can be seen from the data in Table 17 that a significant difference was detected between enjoyment and teacher strictness  $F(2,229) = 5.8, p < .05$ . Small effect size was found (eta squared = .04). Further analysis of mean scores using the Bonferroni test indicated that the mean score for the second group ( $M = 3.72, SD = .644$ ) was significantly different from the third group ( $M = 4.01, SD = .448$ ). No significant difference existed between the first group ( $M = 3.90, SD = .576$ ) and the other groups. These findings indicate that students who believe that their teachers are a little strict have more fun their English classes than other groups.

The second set of analyses was conducted to determine the relationship between FLA and teacher strictness. A one-way ANOVA results were presented in the table below.

Table 18

*One-way ANOVA results for the effect of teacher strictness on FLA level*

	<i>Sum of squares</i>	<i>Df</i>	<i>Mean square</i>	<i>F</i>	<i>Sig.</i>
Between Groups	1.807	2	.903	6.041	.003
Within Groups	34.239	229	.150		

As shown in Table 18, a significant difference existed between FLA and teacher strictness  $F(2,229) = 6.04, p < .05$ . The effect size was calculated to see the actual difference among mean scores. According to the results, a small effect size was found (eta squared = .05). Further analysis of mean scores using the Bonferroni test was examined to see where the difference occurred. The results illustrated that the mean score for the second group ( $M = 3.72, SD = .644$ ) was significantly different from the third group ( $M = 4.01, SD = .448$ ). These findings suggest that students having a little strict teacher experience less anxiety than the other students.

### Research Question 5. What is the relationship between FLA and FLE?

The fifth question in this study sought to determine the link between language anxiety and enjoyment. In other words, it is investigated whether participants with a high level of FLE experience a low level of FLA. To this end, Pearson products moments correlation analysis was performed. The table below provides the correlations between language anxiety and enjoyment.

Table 19

*The correlation between FLA and FLE*

	1	2
1 FLA	1	-.60**
2 FLE	-.60**	1

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

The relationship between FLA and FLE was investigated using Pearson product-moment correlation coefficient analysis. As presented in Table 19, a strong negative correlation between two variables  $r=-.60$ ,  $n=233$ ,  $p=.00$ , with % 36 variances of the coefficient of determination was detected, which indicates the high level of anxiety associated with a low level of enjoyment.

### Research question 6. What is the relationship between FLA, FLE, and achievement?

This question aimed to identify the best predictor of achievement in language learning. As a first step, the effect of enjoyment and anxiety on language achievement was investigated. Then, the relationship between language performance and the components of both FLE and FLA was explored. A standard multiple regression analysis was performed to explain the amount of variance in participants' achievement scores that can be predicted by anxiety and enjoyment. The table below illustrates the predictors of language achievement in detail.

Table 20

*A standard multiple regression analysis results for the best predictor of language achievement*

Model	Standardized Coefficients			Correlations		
	Beta	T	Sig.	Zero-order	Partial	Part
FLE	.234	2.945	.00	.267	.191	.187
FLA	.054	.684	.495	.195	.045	.043

A standard multiple regression was applied to uncover how well FLE and FLA predict language achievement. Table 20 presented the summary of the regression analysis result. Preliminary assumption testing was conducted to check to ensure no violation of assumptions of normality linearity, multicollinearity, and homoscedasticity.

The model explained .16 % of the variance in the dependent variable ( $R^2=.7$ ,  $F=9.059$ ,  $p=.000$ ). Further regression coefficients illustrated that two independent variables entered the model, and one of them significantly predicted the achievement. The results also indicated that the best predictor of language achievement appeared to be FLE, which explained almost 3% of the unique variance ( $\beta=.234$ ,  $part=-.187$ ,  $p=.000$ ). However, FLA had no impact on language achievement.

The second set of analyses was carried out to identify the predictors of language performance in detail. Therefore, a further regression analysis was conducted to reveal how well sub-components of FLE and FLA scales predict learners' performances.

Table 21

*A standard multiple regression analysis results for the predictors of language achievement*

Model	Standardized Coefficients			Correlations		
	Beta	T	Sig.	Zero-order	Partial	Part
FLE social	-.075	-.912	.36	.201	-.061	-.056
FLE private	.283	2.956	.00	.362	.194	.181
Communication apprehension	.146	1.640	.10	.305	.109	.100
Test anxiety	-.143	-2.245	.02	-.181	-.148	-.137
Fear of negative evaluation	.017	.220	.82	.182	.015	.013

Two aspects of the FLE scale (FLE private and FLE social) and three aspects of children's FLA scale (communication apprehension, test anxiety, and fear of negative evaluation) were subjected to standard multiple regression analysis to find out the best predictor of language achievement. Table 21 presented the results of the regression analysis. Preliminary assumption testing was conducted to check to ensure no violation of assumptions of normality linearity, multicollinearity, and homoscedasticity. The model explained .16 % of the variance in the dependent variable ( $R^2=.16$ ,  $F=8.602$ ,  $p=.000$ ). Further regression coefficients illustrated that five independent variables entered the model, and two of them significantly predicted the achievement.

The results also indicated that the best predictor of language achievement appeared to be FLE private, which explained almost 3% of the unique variance ( $\beta=.283$ ,  $\text{part}=-.181$ ,  $p=.000$ ), which is pursued by test anxiety ( $\beta=-.143$ ,  $\text{part}=-.137$ ,  $p=.02$ ).

## **Results of Qualitative Data Analysis**

The current study adopted a mixed-method design to investigate FLE and FLA among Turkish EFL learners. Quantitative data was gathered via two aforementioned questionnaires. Semi-structured interviews and reflective journals were utilized in the qualitative phase of the study with a view to providing a better understanding of the determinants of FLE and FLA. Having analyzed the quantitative data, the participants were picked out for the second part of the study according to their anxiety and enjoyment level. Accordingly, 12 students were selected for the qualitative phase of the study. All interviews were conducted in person and face to face. Interviewees were informed about the voice recording, and they agreed with the conditions.

Upon completion of the interviews, the researcher asked interviewees to keep reflective journals once a week. Participants were informed about the reflective journal content and provided with a readily prepared template file to follow the guidelines. Participants wrote about the moments that they felt anxious and enjoyed in their language classes. Each participant kept four reflective journals at the end of the study.

The qualitative data provided answers to the seventh research question, which seeks to identify the factors contributing to the students' positive and negative emotions in language classes. Data gathered from interviews, and reflective journals were analyzed by using MAXQDA 2018 software. The researcher was responsible for the transcription of interviews. Having finished the transcription process, the researcher read all those transcribed interviews before the coding process. Thereafter, those transcribed data and data from the journals were coded in accordance with emerged categories. Having completed the coding process, the researcher asked two independent experts to code those data for the purpose of ensuring reliability. Since interviews were held in Turkish and participants kept reflective journals in Turkish, the researcher translated the quotations into English. Participants were asked questions about the sources of enjoyment as well as anxiety levels and the sources of their anxiety. Hence, the results were presented under two subheadings: the sources of FLE and the sources of FLA.

## Research Question 7. What are the sources of FLE and FLA for students?

The seventh research question was formulated to identify the sources of enjoyment and anxiety among Turkish EFL students.

**The sources of FLE among students.** The participants in this study were inquired about their FLE levels and the contributing factors for FLE. The qualitative data corroborated the findings of quantitative data, and by this way, the researcher could map out the factors associated with FLE. Within this framework, codes emerged from interviews and reflective journals were set out in Table 22.

Table 22

### *Codes in relation to FLE*

Code	<i>f</i>
Possibility of authentic language use	12
Specific classroom activities	12
Teacher support	12
Good language performance	10
Friendly peers	10
Realization of progress	9
Positive classroom environment	7
Teacher friendliness	6
Teacher skills	6
Teacher's sense of humor	4
Supportive peers	4
Out-class activities	4
Self-confidence	1

It can be seen from the data in Table 22 that a variety of factors were expressed as the sources of FLE. A total of 13 broad codes emerged from the qualitative analysis. Those sources of FLE were coded under three main categories: FLE private, FLE atmosphere, and FLE teacher. In this sense, enjoyment among Turkish EFL learners arose from personal, classroom atmosphere, and teacher determinants. Findings regarding each category were presented in detail.

**FLE-self.** The first category that emerged from the analysis was FLE-self. The data from interviews and reflective journals revealed that students attributed self-oriented sources as the determinants of their level of enjoyment. FLE-self category included expressions related to “the possibility of authentic language use,” “good language performance,” “realization of progress,” and “self-confidence.” Table 23 provided the details of the codes that emerged around the FLE-self theme.

Table 23

*The sources of FLE-self among students*

Category	Code	<i>f</i>
FLE- self	Possibility of authentic language use	12
	Good language performance	10
	Realization of progress	9
	Self-confidence	1

As seen in Table 23, a common view among the participants ( $N=12$ ) was that possibility of authentic language use served as the primary source of enjoyment. All participants reported that they enjoy learning the language because English is needed to communicate with people worldwide. Moreover, they asserted that learning English can be useful for their future careers since they might go abroad for a job. In this respect, learners were glad to learn English and had fun during the English classes regarding the chance of using English in their real life. This was directly indicated in the following excerpts:



*For example, in order to have a better future, I can study abroad. When I think about this issue, it makes me happy and motivated to learn English. As a result, I enjoy my English classes. (Student 1)*

*I want to be a pilot. When I go abroad, people living there don't know Turkish. In order to be able to communicate with them, I need to learn English. In English classes, I dream that I am talking to foreigners. I am excited, and I enjoy English classes. (Student 2)*

*I have foreign acquaintances. For example, I want to talk to the football players in Galatasaray. I also want to be a football player when I grow up. I need to be able to talk to my teammates. That's why I love English lessons, and I have a lot of fun learning English. (Student 4)*

*I want to communicate with foreign people. Therefore, I need to learn English. When I talk to a tourist, I feel happy. Since I know I can achieve my dream thanks to my English, and I get pleasure in my lesson. (Student 8).*

*I need to learn English to find a good job in the future. If I learn English, I can find a job abroad. (Student 12)*

As indicated in those expressions, a recurrent theme in the interviews was that possibility of using language in real communication makes the language learning process fun for students. The factors such as future profession, having a good career, and communication with foreign people give learners an opportunity to use language in authentic communication. Learners tend to have positive attitudes towards learning a language depending on their beliefs about being a good communicator in language. Accordingly, they have fun in the course of language learning.

As presented in Table 23, the majority of participants (N=10) commented that good language performance boosted their FLE levels. Participants were proud of their performances, and being a good language learner increased their enjoyment of the English classes. The extracts below illustrated the comments of participants on this issue during the interviews.

*For example, we have learned to tell the time. I am the only one in our class who answers all questions about this topic correctly. I enjoy lessons when I succeed like this. (Student 2)*

*I enjoy the lesson when I answer the questions correctly while learning English. (Student 5)*

*I feel happy if I get high grades in my English grades. (Student 6)*

Students' comments during the interviews and the answers they wrote on reflective journals were compatible with each other. In reflective journals, they explained how having good language performance boosted their enjoyment. Commenting on the most enjoyable moment during the English class, Student 5 stated that:

*When my teacher called me to board, I could answer the questions. I enjoyed it. (Student 5)*

Another student responded that doing well in the quiz was one of the sources of FLE.

*The teacher gave us a quiz. I came second in the quiz. This was the moment I had a lot of fun. (Student 3)*

Taken together, good language performance had a significant impact on students' positive emotions. As illustrated in the excerpts, successful students had more fun in their English classes. Accordingly, it could be inferred that the FLE levels of students were strongly related to their sense of achievement.

As shown in Table 23, over half of the participants (N=9) indicated that realization of progress is linked to a higher enjoyment level. The following excerpts highlighted the participants' comments on the realization of progress.

*My mother tells me that your progress is more important than your grades. That is why I feel happy when I realized my progress in English classes. (Student 4)*

*I don't feel afraid of making a mistake because people learn by making a mistake. Let's say I made a mistake in the exam. I feel happy when I learn the correct answer to that question. If I give the correct answer to the same question later, it means I learned. (...) From this point of view, I enjoy my classes. (Student 7)*

*In the past, I was not a successful student in English class. (...) Now, I understand the lesson well. I get better grades. I am not the most*

*successful student in my class, but I see that I am more successful than before. This made me enjoy the lesson. (Student 10)*

*If I increase my grades in each exam, I get pleasure. (Student 11)*

As seen in the examples above, when students realized their progress throughout the classes, they had lots of fun in the course of language learning. Students who gave importance to improvement did not have a fear of failure. As a result, they stayed motivated and kept studying. Those students emphasized progress, and if their progress was sufficient, they had positive attitudes towards the lesson. They took pleasure from learning English when they realized their progress and improvement.

Of all the 12 participants, only one of them stated that self-confidence was an underlying factor for FLE. The participant indicated that he believed in himself and believed that he could succeed in English. He derived pleasure from English classes because self-confidence contributed to the improvement of academic performance. The student uttered that

*(...)I trust myself. I believe I can be a successful student. This issue makes me happy. (Student 3)*

In summary, qualitative analysis results indicated that learner-oriented factors were important determinants of FLE among participants. Those self-oriented factors can be listed as follows: the sense of accomplishment, monitoring the progress, self-confidence, pushing one's limit, giving the correct answer, authentic use of language, and career opportunities. According to participants' responses to semi-structured interviews and reflective journals, the most recurring theme was the possibility to use the language in real life. The participants asserted that learning English is necessary for their future careers. Bearing these facts in mind, students had fun in their English classes. Moreover, a sense of achievement boosted students' enjoyment and encouraged them to overlearn. Moreover, it was reported that students realizing their progress enjoyed learning English. As stated by one of the participants, having self-confidence increases their level of enjoyment.

The next section of the paper was concerned with factors related to FLE-atmosphere.

**FLE-atmosphere.** Participants commented that their levels of enjoyment changed depending on the factors related to their classroom environments. As shown in Table 24, FLE atmosphere referred to variables related to the positive classroom environment, supportive peers, and friendly peers.

Table 24

*The sources of FLE atmosphere among students*

Category	Code	f
	Friendly peers	10
FLE- atmosphere	Positive classroom environment	7
	Supportive peers	4

The themes identified in participants' responses were presented in Table 24. The majority of those who responded to interview questions and reflective journals (N=10) indicated that friendly relationships with their peers were the source of FLE. Some of the expression related to having a good relationship with their classmates given as follows:

*I love my friends so much. When we just came to the class, we immediately became friends. (...) If I were in another class, the lesson would not be so fun (Student 2)*

*We get along well with my friends in the class. We laugh a lot together. (Student 5)*

*I think my friends make the lesson enjoyable. We have a lot of fun together in the lesson. (Student 8)*

*I love my classmates. I do not want to change my class because we have fun. (Student 10)*

Another theme that emerged from the analysis was a positive classroom environment. Just over half of those who attended the qualitative phase of the study (N=7) asserted that a positive classroom environment was the source of enjoyment in language learning. The expressions that students wrote in the

reflective journals matched with their ideas uttered during the interviews. Participants views on a positive classroom environment were as in follows:

*At the beginning of the term, our teacher told us what he expected from us. Then he explained how he teaches a lesson. (...) He stated that we are a team. Our classroom had a warm environment as a result. (Student 7)*

*I feel safe in this classroom. I feel comfortable when the teacher is in the classroom. (Student 4)*

Students have associated teacher-student communication with a positive classroom atmosphere. In the reflective journals, Student 7 mentioned that teacher-student communication was a source of enjoyment in the language classroom.

*Chatting in class was the most entertaining moment for me. It was not an activity. (...) I think now our teacher knows us better. Therefore, I believe that we have a good classroom environment. (Student 7)*

Commenting on the positive atmosphere and teacher-communication, another student stated as following:

*Our teacher has a chat with us when we enter the classroom. She gives particular interest to us. I like it because we have a pleasant classroom climate. (Student 8)*

In one of the reflective journals, the same participant reported that the most enjoyable experience was the moment that they had a heart-to-heart talk with their teacher.

*Our teacher talked to us in our last class and shared his experiences. I felt close to my teacher. (Student 8)*

Talking about this issue, other interviewees said that their teachers got them involved in the learning process, and it increased the level of enjoyment. To illustrate, one interviewee uttered that:

*After the topics we covered in the lesson are finished, the teacher asks us what we would you like to do now. We take the vote and decide the activity accordingly. (Student 11)*

Having analyzed the reflective journal entries, it was found that a positive classroom environment recurred throughout the data set. One student mentioned the role of a positive environment in FLE as in the following:

*Our teacher told us about her life. We learned how she started teaching. I think it was fun. I wish she could talk more about themselves because the whole class liked it. (Student 9)*

For a small number of participants ( $N=4$ ), peer support was a contributory factor to language enjoyment. The comments below illustrated the participants' viewpoints on supportive peers.

*(...) For example, when there is a question I don't understand, I ask my friends, and they help me. (Student 3)*

*(...) Actually, we help each other with my classmates. When someone fail to understand the lesson, others try to explain. (...) Our teacher asks to make a dialog with our peers. If I feel nervous, my friend tries to calm me down. (Student 5)*

Issues related to classmates were also particularly prominent in the reflective journal data. When the participants were asked to write the most enjoyable moments during their English class, they noted that peer support had a positive effect on their FLE. The extracts were presented below.

*I had to go to the board and answer the questions. I felt nervous. My friend said, you can do this. I was delighted at that moment, and I could answer the question. Then, I sat down, and we smiled at each other with my friend. (Student 9)*

*When I answered the question correctly in class, my friends applauded me. (...) We support each other. (Student 12)*

The evidence presented in this section suggested that factors related to classroom atmosphere influenced students' FLE levels. In this respect, students addressed the variables, including friendly peers, good relationships, a positive environment, supportive peers, and group collaboration as underlying sources of enjoyment in their language classes. It was revealed depending on the positive teacher-student atmosphere; students took pleasure from their English classes.

On the question of whether their classmates affected their emotional experiences, they articulated that friendly and supportive friends shaped their FLE levels. All in all, interviewees uttered that a positive atmosphere in class increases their level of enjoyment. Moreover, in reflective journals, they explained in detail how the classroom environment shaped their emotions by giving specific examples from the course.

The teacher-related sources of FLE, which is the last category that emerged from the analysis was presented in the next section.

**FLE- teacher.** Semi-structured interviews and reflective journals were used to identify sources of FLE. According to the results obtained from qualitative analysis, a common view among the participants was that teacher-related factors influence their enjoyment levels. Table 25 presented the themes identified in the analysis.

Table 25

*The sources of FLE teacher among students*

Category	Code	<i>f</i>
	Specific classroom activities	12
	Teacher support	12
FLE- teacher	Teacher friendliness	6
	Teacher skills	6
	Teacher's sense of humor	4
	Out-class activities	4

As Table 25 shows, the teacher-oriented factors can be discussed under six headings: specific classroom activities, teacher support, teacher friendliness, teacher skills, teacher sense of humor, and out-class activities. All respondents ( $N=12$ ) mentioned that specific classroom activities play an essential role in FLE. That is, activities such as games, drama activities, and listening to songs

facilitated enjoyment. The comments below illustrated the participants' views about classroom activities.

*We are doing fun activities in the class. We are playing games on the smartboard. I like them, and I want to play more. (...) She made us listen to a song once, and it was very nice. (Student 2)*

*I like watching videos in the classroom. (...) Games are enjoyable. For example, there is a vocabulary game in our coursebook. It catches my interest. (Student 3)*

*We play a vocabulary game. It is a kind of competition. The first student says a word. Then next student says a new word with the last letter of the first student's word. I have fun while playing this game. (Student 6)*

*Our teacher uses a PowerPoint presentation. They are entertaining because there are some video clips on those slides. (Student 7).*

The theme of specific classroom activities recurred throughout the reflective journals. The following statements illustrate their point of view regarding the classroom activities:

*The teacher brought a teddy bear to class. Someone threw it at another student and asked a question. The student who got the ball needs to answer the question. (Student 4)*

*Our teacher gave us some visuals. Then the teacher asked us to write a story by using those visuals. (Student 5)*

*We did a cut and paste activity. We cut the pictures and made heroes. It was my favorite activity. (Student 9)*

Closer inspection of Table 25 shows that another most emerging theme was teacher support. All of the participants ( $N=12$ ) put forward that supportive teachers boosted their enjoyment in English classes. In this context, they mentioned that:

*Our teacher says that you can make a mistake. He says I'm not angry at you. He says if you make a mistake, I will help you. I feel happy to hear this. (Student 8).*



*My teacher supports me. He says you can do it I trust you. (Student 10)*

*My teacher gives some clues about the question to encourage me. He says, for example, add this word or drop this word. (Student 11).*

Furthermore, the significance of teacher support was highlighted by one participant in the reflective journal.

*When I did all the questions correctly, my teacher congratulated me and said well-done. (Student 11)*

The other determinant of FLE addressed by students was teacher friendliness. Half of the respondents ( $N=6$ ) suggested that a friendly teacher made learning English more enjoyable for them. They compared their current teachers with previous English teachers and emphasized that the friendliness of the teacher fostered enjoyment in English classes. The following statements exemplified these issues:

*My old teacher was a strict person. I did not like the English lesson because I was afraid of him...My new teacher is not like that. I think she acts in a warm way. (Student 3)*

*Last year, my teacher was always angry with us. But my current teacher doesn't get mad at us. She is a good person. (Student 8)*

In response to a question in the reflective journal about the most enjoyable moment, one of the participants stated that the teacher's positive attitude fostered his enjoyment. The following statement illustrates his emotion:

*I made a mistake in our class today. My teacher smiled at me and corrected my mistake. I felt comfortable. Today, I realized that this lesson is fun thanks to the friendly attitude of our teacher. (Student 9)*

With respect to teacher skills, of 12 participants, 6 participants pointed out that teacher skills are the source of their enjoyment. Students mentioned that the qualities of a teacher, such as giving feedback, discipline, and instructional skills boosted their FLE. The extracts given below demonstrate their viewpoints on teaching skills:

*When we made a mistake, our teacher explain the answer in detail instead of giving the only correct answer. By this way, we learn better. For this reason, I do not feel afraid of making a mistake, and I relax. (Student 3)*

*My teacher is a disciplined person. He is always not angry at us. He does not give punishment, but he still manages the classroom. (...)For example, if we compare with other classes, there is not much noise in our classroom. (Student 7)*

*Our teacher is a good lecturer. The teacher clearly expresses the course content. I like her teaching style. (...) I understand the lesson better because our teacher speaks loudly during the lesson. Since I sit in the back, I cannot hear the teacher in other courses. So I get sleepy in class in that courses (Student 12)*

Furthermore, effective feedback was reported as the determinant of FLE. In reflective journals, Student 3 confirmed that the feedback given by the teacher fostered enjoyment. The student wrote that:

*We were learning the pronunciation of words. I could not pronounce the words correctly. However, my teacher repeated the correct version after me. I felt happy because the teacher did not humiliate me. (Student 3)*

The other factor mentioned by participants regarding FLE was the teacher's sense of humor. As presented in Table 25, a minority of participants (N=4) indicated that teachers' sense of humor had a positive effect on excitement experienced while learning English. The following statements were presented to show participants' remarks.

*We joke with our friends in class. Our teacher also does. When the teacher always teaches the lesson, we get bored. It gets better if teachers do these things when we feel tired. We pay attention to the class. (Student 2)*

*Our teacher makes jokes in the class. That is why we are happy to study in this class. (Student 7)*

In addition, in reflective journals, this theme came up, for example, in discussions of enjoyable memories in the classroom. The statements are given below provided example of the sense of humor:

*Our teacher made us laugh by making jokes in the lesson. It was so funny. I liked that lesson very much. (Student 3)*

*Today, our teacher made jokes in the lesson. I wish she always made those jokes. (Student 5)*

Only a small number of respondents ( $N=4$ ) indicated that out-class activities facilitate their enjoyment. Talking about activities that increase their enjoyment, interviewees stated that they took pleasure from out-of-class activities, including listening to songs on YouTube, watching the movie with English subtitles, phone and tablet pc applications. The comments below illustrate their views:

*We have a group on WhatsApp. Our teacher shares apps via WhatsApp. I'm dealing with them. Then, our teacher says to us to watch movies with subtitles. I'm watching them. I think they are fun. (Student 1)*

*There is an application where I look up the meaning of words I do not know when studying English at home. I love to use it. (Student 8)*

*I love listening to English songs on YouTube. There are subtitles on videos. I'm trying to translate the song by using subtitles. (Student 9)*

*I like playing online vocabulary games. I think I have learned a lot of vocabulary items through those games. (Student 10).*

Taken together, these results suggest that there is an association between language enjoyment and teacher-related factors. As the sample quotations illustrated, specific classroom activities and supportive teachers were most frequently mentioned sources of enjoyment. Students stated that fun activities such as games and cut and paste activity attracted their attention. They also pointed out that teachers who gave informationally and appraisal support play an important role in their positive emotions. Moreover, teacher qualities such as friendliness and teaching skills fostered students' sense of joy. Teachers who established good relationships with students and had good teaching skills shaped the learners' positive emotions towards the lesson. A small number of participants also suggested that a sense of humor increased their level of enjoyment. As the extracts illustrated, using humor in the classroom is seen as a factor strongly related to FLE. In addition, not only in-class activities but also out-class activities played an important role in students' FLE levels.

This chapter's results indicate that the factors including FLE- self, FLE- atmosphere, and FLE- teacher are the sources of enjoyment among students. The next section, therefore, moves on to reveal the determinants of FLA of participants.

**The sources of FLA among students.** Within the scope of semi-structured interviews and reflective journals, participants were asked to identify sources of anxiety in English classes. The codes extracted from the qualitative analysis were listed in Table 26.

Table 26

*The codes in relation to FLA*

Code	<i>f</i>
Fear of negative evaluation	12
Being perfectionist	8
Teacher strictness	7
Problems in recalling	5
Bad language performance	5
Speaking without preparation	5
Exams	4
Challenging activities	4
Lack of teacher support	3
Fear of mistake	3
Crowded classroom	3

The table above illustrates that a number of issues were identified as the sources of language anxiety. Having determined emerging codes, the researcher specified themes covering those codes. Three broad categories emerged from the codes mentioned earlier, which are FLA-self, FLA-teacher, and FLA-atmosphere.

Detailed analysis of each code and category was presented with the sample extracts.

**FLA-Self.** The first category identified in the responses was FLA-self. A common view amongst respondents was that self-oriented factors played a significant role in their levels of anxiety. Table 27 presented an overview of self-related sources of FLA mentioned by students. The table below demonstrated that seven codes were assigned to the FLA-self category.

Table 27

*The factors related to FLA-self*

Category	Code	<i>f</i>
	Fear of negative evaluation	12
	Being perfectionist	8
	Problems in recalling	5
FLA- Self	Bad language performance	5
	Speaking without preparation	5
	Exams	4
	Fear of mistake	3

What stands out in the table above is that all participants ( $N=12$ ) mentioned that fear of negative evaluation provoked their FLA. Students stated that they were afraid of being exposed to negative judgments, especially by their peers. The statements below demonstrated this situation:

*If I don't correctly answer the question, my teacher asked, I think my friends will laugh at me. (Student 1)*

*Some of my classmates make fun of other students if they make a mistake. I'm worried if they make fun of me too. Because of this, I don't want to participate in the lesson. (Student 5)*

*What makes me anxious is to think that my friends will laugh at me.  
(Student 11)*

*I don't want to speak in class because I'm afraid that my friends will make fun of me. (Student 12)*

In their reflective journal entries, students also reported fear of negative evaluation as the source of their anxiety while describing the most anxiety-provoking moment.

*We were memorizing second forms of words. I was so scared if I did it wrong. I felt pressure on myself because my friends could make fun of me.  
(Student 1)*

*We were trying to make an English sentence. I made a mistake. My friends laughed at me. I felt anxious. (Student 4)*

*I gave the wrong answer to the question that my teacher asked. My friends made fun of my answer. (Student 12)*

Another code mentioned frequently ( $N=8$ ) was being a perfectionist, which influenced their anxiety levels. Participants put forward that because of perfectionism, they always wanted to do their best in classes. Issues related to perfectionism were particularly prominent in the interview data. The following extracts illustrate their opinions regarding perfectionism:

*(...) Actually, I am a successful student in English lessons, but I get angry when I make a mistake. I work hard, and I shouldn't do it wrong. (Student 1)*

*(...) I feel anxious because I want to become the top student of our school. In this sense, when I get a lower grade, I feel bad. For example, if I get 85 out of 100, I think this is a bad grade. (Student 2)*

*I want to get a high mark in my exams; otherwise, I feel disappointed. (Student 7).*

*If I get low grades from exams, I get very upset. (...) The lowest score on my report card should be 90. (Student 10)*

Another common view amongst participants ( $N=5$ ) was related to problems in recalling. Respondents mentioned that they could not remember what they

would say during the class. For this reason, they suffered from anxiety in the course of language learning. In this connection, they stated that:

*Even if I study hard and know the correct answer, I cannot recall it when my teacher asks. (Student 2)*

*... For example, I cannot remember the things I already learned. As a result, I experience anxiety. (Student 5)*

When reflective journal data analyzed, it was found that two students noted that having difficulty recalling the necessary information was the most anxiety-provoking incident. They stated that:

*We memorized the second form of words. Everyone was answering in turn. In my turn, I suddenly forgot what to say. I was very anxious at that moment. (Student 3)*

*I could not answer the question I knew. It was on the tip of my tongue. However, my tongue was tied. (Student 10)*

As for bad language performance, participants ( $N=5$ ) mentioned that their poor performances led to anxiety in language classes. Incorrect pronunciation, getting low marks, and giving the wrong answer were the factors responsible for FLA. The following comments highlighted their viewpoints:

*I get upset when I get a low grade. I'm afraid that I will fall out of my teacher's favor. It worries me. (...) When I mispronounce a word, I feel anxious. (Student 1)*

*If I have a bad performance in my English classes, I feel nervous. I am worried about my language performance. (Student 10).*

In the same vein, reflective journals' analysis revealed that bad language performance was the source of language anxiety among participants. The extracts below illustrate this situation.

*My teacher called me on the blackboard to answer a question which I don't know. But my answer turned out to be wrong. It was a terrible feeling. (Student 3)*

*We were doing vocabulary activity. I could not complete it, because I did not know those words. I got stressed when my teacher checked our answers. (Student 8)*

Closer inspection of Table 27 shows that almost half of the participants (N=5) stated that speaking without preparation was one of the crucial determinants of FLA. They put forward that impromptu performances affected the rate of their anxiety. Their remarks on this issue are given below:

*If my teacher asks me to speak without preparation, I become anxious about my performance. (Student 11)*

*Our teacher suddenly calls us to the blackboard sometimes. At that moment, I get so stressed. My knees knock together. (Student 12)*

When the reflective journal data was analyzed, it was revealed that students' descriptions of anxiety-provoking moments supported the fact that impromptu speech had an influence on their anxiety levels. In this regard, one student wrote that:

*We were doing a speaking activity in the classroom. The teacher was asking us questions, and we were answering. However, our teacher asked us to speak without preparation. That lesson was the lesson I was most stressed about ever. (Student 4)*

*My teacher asked us to describe what we did at the weekend. Since I did not think about it before, I felt anxious. (Student 7)*

Another concern expressed regarding language anxiety was exams. For a small number of participants (N=4), exams were the reason for their anxiety. They also mentioned that test anxiety negatively affected their performances. Responses of participants were given below:

*I feel nervous during the exams. (Student 6)*

*I am afraid of exams. I suffer from test anxiety. (...) I am not scared of the teacher or my parents, but still, I feel anxious. (Student 7)*

In a reflective journal, one of the students reported how she felt during an English examination. Her statements were as follows:



*We had an English exam. I was very nervous during the exam. I tried to motivate myself, but I could not overcome it and I could not concentrate on the exam. As a result, I got a bad grade because of anxiety. (Student 11)*

The last reported source of anxiety was the fear of mistakes. A small number of participants (N=3) asserted that they were worried about making mistake. They admitted that due to fear of error, they lost their motivation to learn English. The following excerpt demonstrates their feeling about making a mistake:

*I am afraid of making a mistake. I know that my teacher does not get angry with me, but I still fear. That is why I lose my enthusiasm to learn English. (Student 8)*

On the anxiety-provoking situation in a reflective journal, one student described a moment that he experienced anxiety due to his worries about making mistakes.

*Today, the teacher made an activity from the book. He chose randomly and asked our answers. I was worried if I did it wrong. I prayed that the teacher would not see me. (Student 2)*

These results suggest that potential sources of language anxiety expressed by participants are self-oriented factors including “fear of negative evaluation,” “being perfectionist,” “problems in recalling,” “bad language performance,” “speaking without preparation,” “exams,” and “fear of mistake.”

**FLA-teacher.** The second source of anxiety was determined as FLA-teacher. Students reported that teacher-related factors predict their FLA. Table 28 provided the codes that emerged under the FLA-teacher category.

Table 28

*The factors related to FLA-teacher*

Category	Code	f
	Teacher strictness	7
FLA- Teacher	Challenging activities	4
	Lack of teacher support	3

A variety of perspectives were expressed related to determinants of FLA. These views surfaced mainly concerning teacher-oriented factors. As presented in the table above, FLE-teacher is the second category that emerged from qualitative data. Three main codes emerged from the analysis, including teacher strictness, challenging activities, and lack of teacher support. Over half of participants ( $N=7$ ) reported that teacher strictness was the primary source of anxiety in language classes. They reported that teacher strictness increased their anxiety in most of the cases. Talking about this issue, two interviewees compared their current teachers and previous teachers. They reported that a strict teacher increased their anxiety in most of the cases. The following remarks illustrate their opinions:

*I think our teacher is a strict person. I cringe at my English teacher sometimes. (Student 1).*

*My old teacher was a tough person. When we couldn't do something, he got angry at us. I was afraid of him. Therefore, I felt anxious in the English course. (...) My feelings have changed now. (Student 3)*

*I feel nervous when our teacher gets angry with us. (Student 5)*

*If the teacher gets angry with us, I feel nervous. For example, my old teacher got angry with us when he did wrong, and I did not want to participate in the lesson. (Student 8)*

*I was so anxious in class because of my old strict teacher. (Student 10)*

Commenting on anxiety-provoking situations, two informants responded that the teacher's harshness gave rise to anxiety in their English classes. The following excerpts are taken from their reflective journals.

*Our teacher overreacted in the classroom today. He was immediately angry with someone who made a small mistake. It was not against me, but still, affected me negatively. (Student 1)*

*In the lesson, our teacher was very tough. He got so angry that he hit the table with his hand. (Student 2)*

Another common concern expressed regarding FLA was challenging classroom activities. This view was echoed by some informants ( $N=4$ ). They mentioned that during the activities that they had difficulty with, their level of FLA

increased. Following excerpts described how they during the challenging tasks given by their teachers.

*There are long texts in the book. I don't understand them sometimes, and this makes me nervous. (Student 11)*

This theme came up in discussions of anxiety-provoking moments. Participants reported the cases that they felt anxious, and a common issue identified was the difficulty of classroom tasks.

*I can't pronounce the words correctly. It is difficult for me, and that is why I worry about my pronunciation. We tried to practice our pronunciation in the class, and I was afraid that I would do it wrong again. (Student 9)*

*We have learned new grammar rules this week. I could not understand the new rules because they were difficult for me. While doing fill in blanks activities related to those rules, I felt so nervous. (Student 10)*

*My teacher asked me to read a paragraph, but it was too difficult. Therefore, I did not understand anything. (Student 12)*

Another teacher-related source of FLA was the lack of teacher support. For a small number of participants ( $N=3$ ), an unsupportive teacher was the reason for a high level of anxiety in language classes. The following statements demonstrated their remark on this issue:

*The teacher doesn't ask us if there is anything you don't understand. I think our teacher does not support us in the lesson. (Student 1)*

*It would be better if our teacher encouraged us. I would be more relax in class. (Student 4)*

One of the students mentioned that unsupportive teacher behavior increases his anxiety levels in the reflective journal.

*My teacher did not help me while I tried to do vocabulary activities in the coursebook. There were unknown words, and I could not understand the meaning of them. I asked my teacher, but she did not answer. I felt nervous. (Student 11)*

To sum up, students feel nervous in the course of a strict teacher. Moreover, challenging activities and lack of teacher support were presented as potential sources of anxiety by participants.

**FLA-atmosphere.** The last concern expressed regarding anxiety was FLA-atmosphere. According to participants, the factors related to the classroom environment, including class size and peer pressure, caused anxiety in their English classes. Table 29 provided an overview of the results obtained from qualitative analysis of data.

Table 29

*The factors related to FLA-atmosphere*

Category	Code	f
FLE- Atmosphere	Crowded classroom	3
	Peer pressure	3

As presented in the table above, three participants demonstrated that a crowded classroom was a potential source of anxiety. They commented that crowded classrooms negatively affected their emotions. The following statements exemplify their viewpoints:

*Our class is very crowded. Our teacher cannot spare time for everyone. There is a lot of noise. If there were fewer students in our class, it would be more comfortable. (Student 2)*

*There were fewer students in my old class. We could participate in the lesson more actively. I think it was better. (Student 5)*

The last factor associated with FLA was peer pressure. A small number of participants (N=3) pointed out that peer-pressure shaped their levels of anxiety. They articulated that the good performances of peers made them feel anxious. For example, one interviewee put it:

*I think my friends are better than me in English class. I have the ambition to be better than them. That is why I try to study more. However, I feel nervous because I think about what to do if I fall behind from my friends. Maybe if I*

*do not have such ambition, I can be more successful in the course (Student 1)*

*I compare myself with my classmates. I try to get higher grades than my friends. However, some of my friends are getting better grades than I. When I see their grades, I feel frustrated. (...) I'm angry with myself that I should have worked harder. Maybe, this makes me nervous during the exams. (Student 6)*

Another student describes in the reflective journal how she felt after an English exam because of peer pressure.

*Last year I was getting the highest grade in the class. But this year there are better ones than me. If I get a higher grade in them, they won't congratulate me at all. The same happened today. They didn't congratulate me. I was very sorry. (Student 11)*

The students mentioned that their anxiety arose from the determinants related to the classroom environment. Class size and peer pressure were two leading causes of anxious experiences in the course of language learning. Students feel nervous because of crowded classrooms and competition among peers. Students mostly feel anxious when they compared themselves with their classmates.

The results in this chapter indicated that the participants had a high level of enjoyment and experienced a lower level of anxiety in language classes. In terms of gender differences, while FLE unaffected by gender differences, females experience a higher level of anxiety than their male counterparts. On the question of teacher strictness, it was found that teacher strictness significantly influenced both FLE and FLA levels of students. The correlation analysis results demonstrated that there was a strong negative relationship between FLE and FLA. It was also found that the best predictor of language achievement was language enjoyment. In addition, FLE-private and test anxiety also predicted learners' language performances.

Moreover, according to qualitative analysis results, both FLE and FLA are associated with sources including self-oriented, teacher-oriented, and classroom

atmosphere. The next chapter, therefore, moves on to discuss the obtained results in light of existing literature.

## Chapter 5

### Conclusion, Discussion and Suggestions

This chapter begins with the discussion of the main findings of the study in compliance with existing literature. A summary of the results presented in previous chapter is provided together with research questions and earlier studies to indicate what the collected data mean. What follows is a brief conclusion of the current study. Then, pedagogical implications and recommendations for further studies are presented.

This study is set out to investigate the relationship between FLE, FLA, and language achievement in the Turkish EFL context. Another objective of this study is to explain underlying sources of anxiety and enjoyment in English classes. In this regard, mixed-method research was adopted to explain the research hypothesis. First of all, the researcher collected quantitative data using two questionnaires as mentioned earlier. Quantitative data analyzed using descriptive and inferential statistics. Having analyzed the data, 12 participants for the qualitative part of the study were specified according to students' anxiety and enjoyment levels. Then, qualitative data was collected via semi-structured interviews and reflective journals. Hereafter, content analysis was applied to analyze collected data.

The quantitative results indicated that students had a high level of enjoyment and moderate anxiety levels in their English classes. The findings also revealed that no significant difference existed between enjoyment and gender, whereas the difference between anxiety and gender was significant. Further analysis indicated that teacher strictness yielded a significant difference in terms of both anxiety and enjoyment in foreign language classes. On the question of the link between FLE and FLA, a strong negative correlation was found between those emotions. With respect to predictors of achievement, it was found that the FLE was the best predictor of language achievement. Moreover, further analysis of predictors of language achievement indicated that FLE-private and test anxiety also predicted learners' achievements. The qualitative results indicated that both language anxiety and language enjoyment stem from self, teacher, and classroom environment factors.

Taken together, in this section, the findings are presented by addressing the following research questions.

- 1) What is the FLE level of Turkish EFL students?
- 2) What is the FLA level of Turkish EFL students?
- 3) Does the level of FLE and FLA vary according to gender?
- 4) Does the level of FLE and FLA vary according to teacher strictness?
- 5) What is the relationship between FLA and FLE?
- 6) What is the relationship between FLA, FLE, and achievement?
- 7) What are the sources of FLE and FLA for students?

### **Discussion on FLE levels of Turkish EFL students**

Prior studies have noted the importance of scrutinizing positive emotions in the language education field (Dewaele & MacIntyre, 2014; MacIntyre & Gregersen, 2012). Therefore, the present study was designed to investigate the language enjoyment and anxiety levels of Turkish EFL students. Another objective was to uncover the underlying determinants of those emotions in language classes. In this regard, the first research question results, “What is the FLE level of Turkish EFL students?” revealed that participants experienced a high level of enjoyment in their English classes. This also accords with our earlier studies, which showed that students had fun in the course of language learning (Dewaele et al., 2018; Mierzwa, 2019; Uzun, 2017). Several possible explanations exist for this result. It is possible that students have pleasure while learning English since they are interested in learning English. When participants' background is examined in detail, it can be inferred that participants are motivated to learn English since the majority of them attend private courses to learn English better. Most of them also stated that they spend time learning English outside the classroom. It can be assumed that students are eager to learn English; therefore, they practice their English outside the classroom. Their motivation and interest to improve their English might boost their enjoyment.

A further investigation of the FLE scale's sub-dimensions demonstrated that factors related to the social dimension of the FLE scale had more impact on



students' enjoyment levels than the private dimension. It may be that factors related to teachers and the classroom environment impact participants' positive emotions than self-related factors. In accordance with the present results, previous studies demonstrated that teacher and classroom atmosphere factors triggered students' enjoyment (Jiang & Dewaele, 2019; Li et al., 2018). Li and his colleagues (2018) explained these results by the fact that teacher-centered education system in China. It seems possible that observed results in the current study might be explained in the same way. In Turkey, depending on the traditional teacher-centered education system, teachers are an authority in the classroom. They not only provide information but also manage the classroom. That is why teacher-related variables affect learners' emotions to a great extent. Detailed examination of mean scores for each item in FLE indicated that teacher characteristics, including being encouraging, friendly, and supportive boosted learners' enjoyment in their English classes. This result is consistent with that of Dewaele and MacIntyre (2014), who stated that teachers' positive behaviors increase learners' enjoyment. Thus, it can be suggested that warm, enthusiastic, and caring teachers make students feel good during the lesson. Teachers influence students' positive feelings; therefore, they need to know how to manage their students' emotions.

As noted by Matikainen (2019), a good classroom atmosphere was an underlying factor for positive emotions. Participants agreed that they had a positive environment in their language classes. It may be that a positive atmosphere allowed students to feel relax and comfortable in the classroom; as a result, their FLE levels increased. Moreover, since teachers are responsible for creating a positive atmosphere in their classroom, it could be assumed that they are the most important sources of enjoyment. In their seminal article, Dewaele and MacIntyre (2014) highlight the importance of enhancing enjoyment in the classroom by stating, "enjoyment might be the emotional key to unlocking the language learning potential of adults and children alike; if a teacher, parent, friend, or mentor creates an enjoyable context, they likely have gone a long way towards facilitating learning" (p. 261). In general, as stated earlier, it seems that teachers are responsible for developing positive classrooms. In this sense, they need to develop positive teacher-student interaction in the classroom. In addition, a

positive relationship among peers in the classroom is a determinant of a positive classroom atmosphere. In this respect, teachers need to create an open and tolerant atmosphere, where students express themselves without fear of humiliation, to foster students' enjoyment.

Additionally, this current outcome may be explained by the fact that students learn interesting topics in the lesson, as they reported in the FLE scale. It can be assumed that the topics covered in the lesson attract students' interests; accordingly, those topics entertain learners. It might also be that, as stated in the literature, a relationship exists between enjoyment and language performance (Dewaele & Alfawzan, 2018; Dewaele & MacIntyre, 2014). In this sense, participants indicated that they are proud of their achievements in the classroom. Accordingly, they experience pleasure in their courses. This result could also be attributed to learners' beliefs about learning English. The majority of participants agreed with the statement that "it is cool to know FL". To clarify, positive attitudes towards learning English might increase learners' positive emotions in language learning. This result indicated that students who had positive attitudes towards English have more fun in the course of language.

### **Discussion on FLA level of Turkish EFL students**

The second question in this research was "What is the FLA level of Turkish EFL students?". With respect to this question, it was found that Turkish EFL students had a moderate level of anxiety. This finding broadly supports the work of other studies conducted in this area (Al-Khasawneh, 2016; Karabiyik & Özkan, 2017). As stated in existing literature, anxiety had a facilitator role in the learning process (Elahi Shirvan & Talebzadeh, 2018b). For this reason, anxiety might positively affect students' performances. In this sense, moderate-level anxiety could be a major factor, if not the only one, encouraging students to study harder to learn the target language. According to these data, we can infer that experiencing a moderate level of anxiety could foster students' motivation to learn the language.

The current study's findings are consistent with those of previous studies, including Al-Khasawneh (2016) and Karabiyik and Özkan (2017). Still, those findings are contrary to that of the previous study, which suggested that learners

experience a low level of language anxiety in their classes (Dewaele, Özdemir, et al., 2019). For example, Dewaele and his friends found that students learning Turkish as a foreign language had a low level of FLA (2019). It is difficult to explain this result, but it might be related to cultural and contextual differences between those two study participants. The low level of language anxiety might also be attributed to differences in proficiency levels of participants. Therefore, it may be the case that these variations may affect learners' emotions in the process of language learning.

Detailed inspection of sub-dimensions of the FLA scale revealed that fear of negative evaluation and text anxiety were essential determinants of FLA among students. Communication apprehension was not seen as a factor strongly related to anxiety by participants of this study. Closer inspection of each item's mean values of the FLA scale demonstrated that students feel unhappy when they made a mistake or failed in English classes. There are similarities between the results presented in this study and those described by Horwitz et al. (1986). However, in this study fear of negative evaluation and test anxiety slightly impacted learners' anxiety levels. A possible explanation for this might be that, as Li and Ju (2019) put forward in their study, Tukey's exam-oriented education system increased students' anxiety levels. Students feel that their exam scores should be high to take credit from their teachers and parents. Moreover, secondary school students need to pass the high school entrance exam to study in a good and prestigious high school. Both families and teachers believe that students need to succeed in this exam to have a good future career. As a result, students feel pressure, and this pressure causes anxiety.

Undoubtedly, students felt nervous while speaking in front of their classmates since they had a fear of negative evaluation. This finding broadly supports the previous studies (Gregersen, 2003; Watson & Friend, 1969; Yan & Horwitz, 2008; Young, 1990). As elaborated by Yan and Horwitz (2008), students feel nervous and unwilling to participate in class discussions because they fear their peers' negative judgments. This result may also be explained by factors related to being perfectionist and lack of error tolerance. Hence, it could conceivably be hypothesized that relentless pursuit of perfectionism and overestimation of errors increase students' anxiety in the course of language.

There are other probable explanations for the result of the present study. One possible explanation for students' anxiety might be that teachers' problems in giving instruction and feedback. Students reported that they feel unhappy if they cannot understand teacher instruction and teacher-correction. This might make students nervous in the classroom since they were really concerned about understanding teachers' direction. Furthermore, most of the students stated that they feel worried when they come to class without preparation. Unprepared students, therefore, are more concerned about making a mistake in the course of language learning. Descriptive statistics results indicated that when students forget what they learn in the classroom, they experience high anxiety levels. Participants also reported that learning the rules of English grammar makes them nervous in the process of learning. When teachers focus on the accurate use of language, they force students to memorize all the rules. As a result, if learners are unable to remember memorized rules, they feel anxious in their classes.

According to Gregersen and Horwitz (2002), perfectionism is one of the underlying reasons for language anxiety. In this sense, in this study, perfectionism might be a determinant of learners' anxious feelings. Being a perfectionist might be associated with fear of making a mistake. It might be that unrealistic beliefs of learners make them anxious in the classroom. Moreover, it seems possible that perfectionist learners can be disappointed easily when they are faced with a failure. In this sense, they might underestimate their achievement; as a result, they experience negative emotions in the course of language learning. In this sense, teachers should reward students' success and appreciate their progress in the learning process. In this way, learners might satisfy with their performances by focusing their effort rather than their failure.

Students' personalities may partly explain these current results. Shyness and self-confidence maybe two personality traits that were influencing learners' language anxiety levels. Horwitz et al. (1986) stated that shyness is seen as a factor strongly related to FLA. Shy students feel nervous, especially when they are put under the spotlight. Additonally, Nemati et al. (2020) noted that self-confident students experience a low level of anxiety. Those students might employ effective strategies to manage difficult situations, and they can overcome their anxiety.

## **Discussion on gender effect on FLE and FLA levels**

The third question in this research was, “Does the level of FLE and FLA vary according to gender?” On the question of the relationship between gender and enjoyment, this study found that no significant difference exists between male and female students’ language enjoyment levels. In reviewing the literature, gender effect is a major area of interest within the area of FLE research (Dewaele et al., 2016; Dewaele & MacIntyre, 2014; Jiang & Dewaele, 2019; Mierzwa, 2018). This result reflects those of Mierzwa (2018), who also found that gender had no impact on FLE levels of secondary grammar school students. Similarly, Jiang and Dewaele (2019) found no significant difference between male and female students’ enjoyment levels. This result may be explained by the fact that both girls and boys had fun and enjoyment in language classes. This is likely to be related to the similarity among the participants’ social and educational backgrounds. Since they share the same experiences without any gender discrimination, they have pleasure while learning English.

However, this study's outcome also contradicts previous studies (Dewaele et al., 2016; Dewaele & MacIntyre, 2014). Dewaele et al. (2016) demonstrated that females experience more fun than males. This result differs from the findings presented in the current study. This rather contradictory result may be due to differences in learners’ backgrounds. Since the participants of those studies were from different backgrounds in terms of academic, social, and cultural factors, their emotions differed accordingly. The educational background of students is a determining factor for their ratio of emotions. To clarify, the learners having good proficiency in language may experience more fun in language learning.

Respondents mentioned in children’s FLA scale that learning English is cool and they have learned interesting things in class. Therefore, it could be assumed that almost all participants in the current study have positive attitudes towards learning English; for this reason, they have fun in their English classes. Students mentioned that they are willing to learn English to use the language in an authentic environment and build a good career during the interviews. In this regard, it might be that both girls and boys are motivated to learn the language. Accordingly, they derive satisfaction in the process of language learning. These data must be

interpreted with caution because emotions are experienced personally, and there could be various intervening variables influencing learners' emotions. Therefore, in order to generalize results, more comprehensive studies with larger samples need to be conducted on the gender issue. Moreover, to be able to understand learners' emotions on language learning, both positive and negative emotions should be scrutinized together; that is why, in the present study, learners' language anxiety levels are also presented.

With respect to the relationship between gender and FLA, consistent with the literature, it was found that the difference between male and female students' anxiety levels was significant (Azher et al., 2010; Dewaele et al., 2016, 2018; Dewaele & MacIntyre, 2014; Koul et al., 2009; Park & French, 2013; Wu, 2010). The results demonstrated that female students were more anxious than male students. This outcome is in line with previous studies that found females scored higher level of anxiety than males (Dewaele et al., 2016, 2018; Dewaele & MacIntyre, 2014; Koul et al., 2009; Park & French, 2013). As mentioned in the literature review, self-confidence and perfectionism are driving FLA factors (Aslan and Thompson, 2018; Horwitz et al., 1986). In this connection, it might be that females, in the current study, had less self-confidence than males. They might feel insecure in their classes; for this reason, they might suffer from anxiety. Accordingly, they were more worried about making a mistake while learning English. In addition, female learners might be more perfectionists and worried about their language performances. Those students might lack tolerance for mistakes; therefore, they are concerned about making a mistake. They also mostly have unrealistic performance standards, including learning English very well, leading to anxiety.

However, studies on gender effect on anxiety yielded inconsistent results (Azher et al., 2010; Debreli & Demirkan, 2016; Matsuda & Gobel, 2004). In contrast to the present study, Azher et al. (2010) asserted that FLA levels of males were higher than their female counterparts. Moreover, the findings of the current study do not support the previous research suggested that (Debreli & Demirkan, 2016; Matsuda & Gobel, 2004) gender was not a determining factor for language anxiety. These rather contradictory results may be due to cultural factors. In Turkish culture, patriarchal structure leads to females avoid from social interaction.

As a result, they feel nervous in their English classes when they are put on the spot. It could also be assumed that male students can handle their anxious feelings and overcome anxiety compared to their female counterparts. The difference between male and female learners' FLA levels might be attributed to the shyness of females. Because of shyness, female students may feel nervous, and this provokes their negative emotions.

A note of caution is due here since studies on the gender effect yield inconsistent results. Furthermore, as noted by Pavelescu and Petrić (2018), "studying emotions in isolation has its limitations, the main one being that they do not emerge in a vacuum but are context-dependent" (p.91). In their seminal article, the authors concluded that "positive emotions arose concerning various contextual factors, both individuals, such as family members and the teacher, and artefacts, such as classroom and out-of-class activities" (p.91). That is why caution must be applied in gender studies since learners' socio-cultural differences might influence their emotions. A cross-cultural study could be conducted to understand the relationship between gender and anxiety better.

### **Discussion on the effect of teacher strictness on FLE and FLA**

In this study, the fourth research question was "Does the level of FLE and FLA vary according to teacher strictness?". With respect to the question of the level of teacher strictness, the responses of participants were categorized as "not strict," "a little strict," and "too strict." On the question of the link between teacher strictness and language enjoyment, it was found that teacher strictness was a significant determinant of enjoyment among students. Detailed analysis of findings illustrated that the ones who stated their teacher were rather strict experienced a higher level of enjoyment than other students. This finding broadly supports the previous studies which uncovered teacher-related variables have a casual role on FLE (Dewaele et al., 2018; Jiang & Dewaele, 2019). It was confirmed that enjoyment is linked to teacher-related factors such as attitudes towards the teacher, teacher's friendliness, and teacher's joking (Jiang & Dewaele, 2019). Similarly, Dewaele and MacIntyre (2019) reported that learner-external variables had a major influence on learners' enjoyment levels. However, Dewaele,

Magdalena, and Saito (2019) reported that teacher friendliness and accent were determinants of FLE. This outcome differs from the findings of the current study.

Contrary to expectations, this study found a significant correlation between FLE and teacher strictness. Nevertheless, this combination of findings supports the conceptual premise that teachers were seen as a factor strongly related to learners' emotions. The discrepancy between the results of the present study and previous studies could be attributed to this cultural difference among participants. It might be the teacher-centered education system in Turkey. Since learners perceive their teachers as an authority in class, they influence their emotions to a great extent.

On the question of the impact of teacher strictness on language anxiety, ANOVA test results demonstrated that a significant relationship between anxiety and teacher strictness. The current result corroborates the ideas of Dewaele, Magdalena, and Saito (2019), who suggested that teacher strictness was a determinant of FLA. Jiang and Dewaele (2019) also concluded that teacher strictness was an important driving factor for language anxiety. This result may be explained by the fact that students might be scared of their teacher thinking that teachers can punish them because of their mistakes. As respondents stated during the interviews, overly strict teachers might create a threatening environment, which increases students' anxiety levels. However, the findings of the current study do not support the previous research (Dewaele & MacIntyre, 2019). Dewaele and MacIntyre (2019) put forward that FLA is mostly correlated with learner-related factors, including neuroticism and introversion.

### **Discussion on the relationship between FLA and FLE**

The fifth question of this study was "What is the relationship between FLA and FLE?". Correlation analysis was applied to uncover whether a significant relationship exists between anxiety and enjoyment. It was found that a strong negative correlation existed between FLA and FLE. This outcome suggests that anxious learners feel less enjoyment in the course of language learning. This result reflects the findings of a great deal of the previous work in this area (Dewaele & MacIntyre, 2014, 2016, 2019; Dewaele, Magdalena, & Saito, 2019; Jiang & Dewaele, 2019; Li et al. 2019, Uzun, 2017). The current result also



supports the idea that FLE and FLA were two different dimensions (Dewaele & MacIntyre, 2014, 2016).

It might be that learners' positive emotions wipe out their negative emotions occurring during the language courses. It seems possible that teachers need to increase the students' enjoyment to help them overcome their anxiety. In other words, it could be hypothesized that instead of dealing with negative emotions, a teacher could trigger learners' enjoyment. A note of caution is due here since the results do not imply a causality among emotions. It can be inferred that manageable anxiety levels have a facilitative role for learners; therefore, they get pleasure from their classes despite their anxiety. Existing literature revealed that one student could experience both FLA and FLE together (Dewaele & MacIntyre, 2014). Commenting on this issue, Dewaele and MacIntyre (2014) mentioned that "the absence of enjoyment does not automatically imply a high level of FLCA, and an absence of FLCA does not mean a presence of FLE" (p. 261).

Boudreau et al. (2018) stated that learners' emotions fluctuate in time, depending on the certain activities and task, which is why a person could experience both anxiety and enjoyment. Since enjoyment is defined as a feeling aroused from accomplishing a task, even if a challenging task may create anxiety, students feel pleasure when they succeed in that task. That is why, as stated previously, instead of focusing on the existence or absence of emotion, attention should be given to the ratio of emotions (Fredrickson, 2013).

However, the current study's findings do not support the previous research conducted by Dewaele, Özdemir et al. (2019). They found out that a small positive correlation exists between those two emotions. Commenting on experiencing a high level of enjoyment and anxiety, Dewaele et al. (2016) wrote that "stronger emotional experiences can facilitate language learning" (p.56). However, with small effect size, caution must be applied, as the findings cannot be extrapolated to all learners. Since this difference has not been found elsewhere, it is probably due to differences in sample characteristics of the studies.

Matikainen (2019) concluded that anxiety might be necessary to enjoy in English classes. In the same vein, it may be that these participants benefitted from both positive and negative emotions while learning English. Their study confirmed

that both negative and positive emotions could be experienced simultaneously; however, this outcome may be somewhat limited because the effect size was small, and there could be other intervening variables influencing the result.

Taken together, the findings of the present study and previous studies demonstrated that FLE and FLA were two different emotions. Moreover, both anxiety and enjoyment should be investigated together to have a deeper understanding of the role of emotions in the language learning process. The current study also confirmed that the ratio of positive and negative emotions is important rather than the existence of specific emotions.

### **Discussion on the relationship between FLA, FLE, and achievement**

The sixth research question was “What is the relationship between FLA, FLE, and achievement?”. Regression analysis was conducted to reveal the best predictor of language achievement. The results indicated that only enjoyment predicted language performance. It was found that FLA had no impact on learners’ performances. These results are broadly consistent with earlier studies (Dewaele & Alfawzan, 2018; Dewaele & MacIntyre, 2014,2016; Pekrun et al., 2002; Raccanello et al., 2019). Previous studies confirmed that positive emotions increase learners’ performances in English class (Dewaele & MacIntyre, 2014,2016). A possible explanation for this might be related to broaden and build hypothesis (Fredrickson, 2001). Fredrickson (2001, 2003, 2004) asserted that positive emotions facilitate the learning process while negative emotions hinder this process. Moreover, positive emotions quash negative emotions (Fredrickson, 2001, 2003, 2004). That is why the students having a high level of enjoyment were more successful than their anxious counterparts.

In contrast to earlier findings, however, no relationship was detected between anxiety and achievement (Aida, 1994; Clément et al.,1980; Debreli & Demirkan, 2016; Horwitz et al.,1986; Onwuegbuzie et al.,1999a; Saito & Samimy, 1996). It is now well established from various studies that a negative correlation exists between anxiety and language performance (Aida, 1994; Clément et al.,1980; Horwitz et al.,1986; Saito & Samimy, 1996). Those results confirmed that anxiety had a debilitating effect on learners since it decreased learners’ performance (Scovel, 1978). It might also be that low language achievement leads

to anxiety because learners lose their motivation and interest to learn the target language. It is difficult to explain the discrepancy among those results, but it might be related to the fact that anxiety may not be an apparent source of language achievement. For this reason, there is abundant room for further progress in revealing the determinants of being unsuccessful in language classes.

On the other hand, several evidence suggests that high anxious students had a high level of English proficiency (Debreli & Demirkan, 2016; Onwuegbuzie et al., 1999a). This discrepancy could be explained by the fact that a certain amount of anxiety trigger students to study hard. As stated by Scovel (1978), facilitating anxiety encouraged students to learn. This result means that experiencing anxiety does not always have a detrimental effect.

The results of the current study extended the literature on language anxiety. Contrary to expectations, this study did not find a significant difference between anxiety and language performance. Since learners were moderately anxious, it could be hypothesized that learners could overcome the debilitating effect of anxiety. That is why their anxious feelings did not negatively affect their level of achievement. Dewaele and Dewaele (2017) presented that when students keep their anxiety under control, they had more fun in the course of language learning. It is important to bear in mind that the results did not imply causality. Therefore, it might be that learners' emotions could influence their achievement; on the other hand, it is also possible that their achievements could impact their performances (Dewaele & Alfawzan, 2018). These current findings will doubtlessly be scrutinized, but there are some immediately dependable conclusions for the facilitative role of positive emotions in language learning. Moreover, these outcomes confirmed that a certain amount of anxiety might be beneficial for language learners since it motivates students to study harder.

### **Discussion on the sources of FLE and FLA for students**

The last research question was "What are the sources of FLE and FLA for students?". Data collected through semi-structured interviews and reflective journals analyzed using content analysis. According to the obtained results, consistent with the literature, FLE and FLA sources were found as factors related

to self, teacher, and classroom environment (Dewaele et al., 2018; Jiang & Dewaele, 2019; Li et al., 2018; Uzun, 2017).

With respect to sources of FLE among learners, determinants of enjoyment were generally categorized as self-related, teacher-related, and classroom atmosphere-related factors. Self-related factors were specified as the possibility of authentic language use, good language performance, the realization of progress, and self-confidence. The factors related to the classroom environment were identified as friendly peers and a positive classroom environment. Teacher-related factors were reported as specific classroom activities, teacher support, teacher friendliness, teacher skills, teacher's sense of humor, and out-class activities. There are similarities between the sources expressed by respondents in this study and those described by Jiang and Dewaele (2019).

On the question of the sources of language anxiety, as stated previously, determinants including self, teacher, and classroom environment were reported as the causes of anxiety. FLA-self included the determinants including fear of negative evaluation, being perfectionist, problems in recalling, bad language performance, speaking without preparation, exams, and fear of mistake. FLA-teacher consisted of teacher strictness, challenging activities, and lack of teacher support. The classroom environment-related sources were defined as crowded classrooms and peer pressure. The factors found in this study corroborates these earlier findings (Jiang & Dewaele, 2019; Uzun, 2017).

Those results indicated that while teacher-related factors were significant determinants of FLE, self-related factors had a major impact on FLA. Those results are in line with previous studies (Dewaele et al., 2017; Dewaele & MacIntyre, 2019; Dewaele, Magdalena, & Saito, 2019). This result is explained by Dewaele and MacIntyre (2019) that learners' personality significantly predicts FLA, and FLE is mostly predicted by learner-external factors. Detailed investigation of sources of FLE uncovered that possibility of authentic language use, good language performance, friendly peers, specific classroom activities, and teacher support were crucial factors in FLE. Therefore, teachers need to create a warm, supportive learning environment for their students. They also need to allow learners to use the target language to increase learners' enjoyment.

In addition, respondents indicated that fear of negative evaluation, perfectionism, and teacher strictness were the most significant determinants of language anxiety. It could be inferred that learners are worried about their friends' negative judgments; that is why they feel uncomfortable in language classes. Teachers need to strengthen relationships among students to create a supportive atmosphere so that students can communicate without experiencing anxiety. Furthermore, in a supportive group, students might overcome their fears about being humiliated.

Teacher strictness was another underlying reason for language anxiety. The present result is significant in at least two major respects. Firstly, it suggests that although teacher-related variables were important driving factors for language enjoyment, a negative teacher characteristic such as strictness makes students nervous during the class. Secondly, it could be hypothesized that positive teacher characteristics such as friendliness and supportiveness decrease learners' anxiety. It can thus be suggested that providing a friendly atmosphere to students increases learners' enjoyment and alleviates their anxious feelings. As presented in the literature, happy, positive, humorous, respectful, and well-organized teachers were appreciated by students (Arnold, 2011; Dewaele & MacIntyre, 2014).

Students mentioned that in crowded classes, they experienced a high level of anxiety. They believed that teachers could not allocate enough time for each student in overcrowded classes. It could also be assumed that teachers cannot effectively manage the crowded classes. Therefore, it is difficult for teachers to center upon the needs of slow learners. The interaction between teacher and students is limited in those classes; that is why it is possible that students may lose their interest in the lesson. This situation might affect students' performances in a negative way. A possible explanation of students' anxious feelings is that building a positive and safe classroom environment in larger classes is difficult. This finding was unexpected and suggested that the classroom environment plays a role in learners' anxiety. Therefore, the finding supported that a positive learning environment is necessary for experiencing positive emotions in English classes.

Taken together, those results suggest that teachers had a central role in the classroom not only to teach academic knowledge but also to manage learners'

emotions. A positive classroom environment is necessary in order to enhance learners' success (Dewaele, 2011). In general, therefore, it seems that a positive teacher who creates a positive learning atmosphere is a significant determinant of FLE. It seems possible that these results are due to the characteristics of the sample. To clarify, the participants of the study were young learners studying at a secondary school. That is why external factors, including teachers and peers, are the significant determinants of FLE instead of personal factors. The factors related to self-fulfillment and self-motivation have not dominant effect on young learners' enjoyment. This result corroborates the ideas of Lee and Lee (2020), who stated that middle school students need to receive approval from the people around them, including teachers and peers.

This section has discussed the findings of the study in line with the existing literature. The next part of this paper will present the conclusions, suggestions, and limitations of the study.

## **Conclusions**

This chapter presents the summary of the present study and gives a conclusion. It also provides pedagogical implications and provides suggestions for further studies.

## **Summary of the Study**

The present study was designed to determine the FLE and FLA levels of Turkish EFL students. It was also undertaken to investigate the relationship between language anxiety and enjoyment. The impact of the variables, including gender and teacher strictness on FLE and FLA, was investigated. Another purpose of this study to uncover the relationship between FLE, FLA, and achievement. The sources of anxiety and enjoyment in English classes were also scrutinized by focusing on students' anxiety and enjoyment-provoking moments. The participants were selected as fifth-grade students studying at a state secondary school in Turkey. This school was one of the project schools providing English intensive education, determined by MoNE.

A mixed-method research design was adopted for the study to provide data triangulation. Data was collected using a personal information form, two

questionnaires, semi-structured interviews, and reflective journals. FLE scale was developed by Dewaele and MacIntyre (2014). It consisted of 21 items and had two dimensions, including FLE-private and FLE-social. Children's FLA scale was developed by Aydın and his friends in 2017 and had three dimensions: communication apprehension, fear of negative evaluation, and test anxiety. This scale was composed of 20 items. Semi-structured interview questions were prepared by the researcher in line with the existing literature and research questions. Reflective journals were utilized to uncover the anxiety and enjoyment provoking moments for students. Having gathered quantitative data, qualitative data was collected by the researcher. That is why, in this study, an explanatory mixed-method research design was adopted.

Before collecting data, ethical permission was obtained from Hacettepe University Ethical Committee and MoNE. The school administration was informed about the purpose of the study and the data collection process. Then, it was asked both participants and their parents to fill voluntary consent form. Participants were first given a personal information form, FLE scale, and FLA scale. The researcher distributed questionnaires by visiting students in their classes. Collected data were analyzed using SPSS 24 software. Participants were categorized as low, moderate, and high achievers according to the K-means cluster analysis results. After that, students were categorized according to their enjoyment and anxiety levels. According to those results, 12 participants were included in the qualitative phase of the study. After that, the researcher conducted semi-structured interviews with participants one by one. All interviews were audio-recorded in order not to lose data. Each interview session took almost 20-30 minutes. The researcher then asked them to keep reflective journals each week and write the most anxious and enjoyable moments in their English classes. At the end of the study, each student wrote four reflective journals. All collected data were transcribed and coded by the researcher. Qualitative data was analyzed using content analysis.

The analysis of the collected data mainly revealed the following results:

1. The first research question aimed to identify the FLE levels of Turkish EFL students. The findings revealed that participants had a high level of enjoyment in English classes. Further investigation of mean values of sub-dimensions of the FLE scale revealed that the FLE-social dimension had more

impact on learners' enjoyment than the FLE-private dimension. Detailed examination of mean values of each item in the FLE scale verified this finding. In other words, the majority of respondents stated that their teachers were encouraging, friendly, and supportive. They also stated that they had a good classroom environment and friendly peers. Those results suggested that teacher-related variables were a significant determinant of language enjoyment.

2. The objective of the second research question was to scrutinize the FLA levels of participants. A low level of language anxiety was detected among students. Closer inspection of findings illustrated respondents had a high level of fear of negative evaluation and test anxiety, while they had a lower level of communication apprehension. Detailed analysis of item values demonstrated that they feel happy when they are prepared for their exams and their classes. On the other hand, they mentioned that they feel unhappy if they fail in the exams or make a mistake. They also stated that they feel unhappy if they are humiliated by their friends. Those results also confirmed that FLA was significantly correlated with learner-related factors.

3. The third research question attempted to investigate the impact of gender on the FLE and FLA levels of participants. Independent samples t-test was applied to uncover gender differences in FLE and FLA. The results revealed that no significant difference between language enjoyment and gender. However, it was found that female students were more anxious than their male counterparts.

4. The objective of the fourth research question was to identify the impact of teacher strictness on the FLE and FLA levels of participants. Participants were asked to indicate whether their teachers strict or not. Their responses showed that the majority of students stated that their teachers were a little strict or too strict. A minority of participants mentioned that their teachers were not strict. A one-way ANOVA test was conducted to understand the relationship between teacher-strictness and learners' emotions. A significant relationship between teacher-strictness and FLE levels of participants was detected. Closer inspection of mean scores showed that the difference existed between a little and too strict groups. In the same way, the results also revealed that a significant difference found between teacher-strictness and FLA. Moreover, similar to FLE, the difference was detected



only among students who mentioned their teachers were a little strict and too strict.

5. The fifth question aimed to investigate the link between language enjoyment and language anxiety. Existing literature indicated that FLE and FLA are two separate dimensions (Dewaele & MacIntyre, 2014). The results of correlation statistics revealed a strong negative relationship exists between FLE and FLA. It means that high anxious students had a low level of enjoyment in language classes. This result also confirmed that enjoyment and anxiety are two different emotions.

6. The aim of sixth research question was to uncover the relationship between anxiety, enjoyment, and language performance. Standard multiple regression analysis was applied to scrutinize the best predictor of language achievement. The findings illustrated that FLE was the only predictive factor for language performance. The sub-dimensions of both the FLE scale (FLE-private and FLE- social) and FLA scale (communication apprehension, test anxiety, fear of negative evaluation) were subject to regression analysis to investigate how well they are dimensions predict language achievement. It was found that FLE- private and test anxiety were two predictors of achievement in English classes.

7. The last research question in this study attempted to reveal the sources of both enjoyment and anxiety in the course of English. Within this respect, learners were asked to attend semi-structured interview sessions and keep reflective journals to explain anxiety and enjoyment-provoking moments during their English classes. Both interview data and reflective journals were analyzed using content analysis. The results indicated that FLE and FLA sources were categorized as self-related factors, teacher-related factors, and factors related to the classroom environment. One of the most remarkable outcomes of this study was that teacher-related variables were significant determinants of language enjoyment, while learner-related variables were underlying factors for language anxiety.

### **Pedagogical Implications**

The current research has important implications for teachers, teacher educators, administrators, researchers, and ELT students. FLE and children's FLA scales, interviews, and reflective journals allow researchers to identify how

students feel about their teachers, classmates, teaching practices, and teaching environment as well as their personal feelings in the course of language learning. An implication of these is the possibility that it provides valuable insights to improve language teaching techniques and methods by focusing on students' viewpoints and emotions.

This combination of findings provides some support for the assumption that both positive and negative emotions exist in the learner (Dewaele & MacIntyre, 2014). However, surprisingly, only negative emotions have received considerable critical attention in the field of language education (Horwitz et al., 1960; MacIntyre, 2017). The results of this research support the idea that the role of positive emotions in SLA needs to be scrutinized (Dewaele & MacIntyre, 2014). The study contributes to our understanding of the patterns of positive and negative emotions. The current findings indicate that Turkish EFL learners experience a higher level of enjoyment than anxiety. Moreover, the high anxious students feel low-level enjoyment while learning English. These data, therefore, suggest that positive emotions facilitate the language learning process since, as stated by Fredrickson (2001) it is associated with the urge to play. Experiencing pleasure in the course of language fosters students' performances. However, it is found that language anxiety has no impact on achievement. As Fredrickson's (2001) broaden-build hypothesis suggests, joyful experiences of learners provide robust progress in learners' performances. In this sense, teachers need to boost learners' enjoyment rather than staying focus on reducing anxiety.

The present data demonstrate that anxiety has no significant effect on language performances. It may be the case, therefore, that students' anxious experiences might not always be harmful to their performances. The findings illustrate that learners need to balance their positive and negative emotions to be successful language learners. It could be assumed that, in general, the combination of emotions increases learners' motivation to learn English. The current data highlight the importance of studying positive and negative emotions to understand better the role of emotions in the language learning process. Therefore, this study lays the groundwork for future research into the effect of positive and negative emotions in language learning.

One of the issues that emerge from these findings is teachers should not focus only on alleviating language anxiety among their students. The results suggest that FLA is not directly related to teachers' skills and characteristics. Moreover, it is revealed that no relationship exists between language achievement FLA. In this study, it is found that learners experience anxiety in the course language learning because of learner-related factors.

The principal theoretical implication of this study is that teacher-related factors are significant determinants of FLE. Therefore, teachers need to be friendly and supportive to increase learners' enjoyment. In addition, one of the important findings of the study is that fun activities have a major influence on FLE. Hence, teachers need to prepare classroom activities that arouse learners' interest, including games, songs, role-play activities. The findings also suggest a role for the classroom environment in promoting language enjoyment. It is also found that students feel more anxious in threatening situations such as experiencing peer pressure and test anxiety. That is why teachers should create a positive classroom environment to enhance enjoyment.

One of the most striking outcomes of this study is that learners feel nervous in their English classes because of fear of negative evaluation. Within this context, a positive classroom environment helps students reduce their anxiety when they put in the spot in the class since they feel relaxed without being vulnerable. Therefore, teachers must create a positive learning environment. Students need to feel safe in their classrooms without feeling threatened. This issue is critical so that students can learn better and take pleasure from language classes. In addition, teachers should build a classroom community to foster cooperation among students. In this way, students might feel more secure and confident in class, and as a result, they do not fear being humiliated by their friends.

The analysis of positive and negative emotions undertaken here has extended our knowledge of the role of emotions in language learning. As stated earlier, a positive classroom atmosphere is a predictive factor for language enjoyment. In this sense, students can be encouraged to share their emotions and learning experiences with their teachers. In this regard, teachers might provide support to students so that they can manage their emotions in language classes. It could be an effective way to create an emotionally-supportive environment

because when teachers identify especially the sources of negative emotions, they can find and implement strategies to overcome those emotions. Moreover, providing emotional support may help students to deal with their anxious feelings during their learning experiences.

The results of this study indicate that test anxiety is another underlying determinant of language anxiety. In Turkey, a traditional, exam-oriented education system forces students to take their exam scores seriously as outcomes of their performances. This situation makes them nervous because exams are crucial elements for future planning. Students need to pass those exams to reach their future goals. Moreover, most of the time, they think that exams evaluate their academic achievements and their personal worth. In this regard, exam-centered system needs to be modified to reduce the pressure on students. Instead of burdening students with numerous exams, alternative assessment methods should be integrated into education. Moreover, rather than focusing on summative assessment, formative assessment methods should be integrated into the education process.

Additionally, teachers need to help students decrease their anxiety by reminding them that their performances in exams do not determine their worth. Since fear of failure trigger learners' anxiety, it needs to be explained to students that mistakes are part of learning and they can learn from their mistakes. Teachers need to remind students to focus on the improvement rather than the final grade. In the same vein, students need to be aware that making error is a part of the learning process. It is also essential that teachers provide emotional support to students to make them aware of the importance of effort in the learning process. In this regard, they can praise learners' accomplishments and progress in the learning process to reduce anxiety.

The participants stated that they feel anxious when they come to lesson without making preparation and practice. This data suggests that teachers should ask students to prepare before the class to overcome the debilitating effect of anxiety. This could be achieved through assigning meaningful and effective outclass activities because those activities such as watching the video, playing a game, listening to songs provide students an opportunity to practice their English. During the interviews, interviewees reported that their teachers offer them different

online activities to promote EFL learning. Within this regard, students also reported that homework or other outclass activities are beneficial for them since they have a chance to practice what they have learned. Taken together, these findings suggest a role for practice in alleviating language anxiety. Therefore, teachers should design extracurricular activities for the students so that they get students to look for English out of the class. In this way, students feel more confident about their knowledge and capacity for English.

Students indicated that learning interesting things in their classes increases their enjoyment. In this respect, teachers need to keep class interesting for their students. They should choose interesting topics and activities to make their class fun. Moreover, coursebooks should be appropriate for learners' needs and interests. By this way, teachers could foster students' positive emotions by promoting their interest. Furthermore, the findings of the study showed students experience anxiety because of fear of failure and making mistakes. Hence, teachers should design their classroom activities by considering the levels of students. They can prepare different activities for students with different proficiency levels. By this means, they can give each student to a chance to succeed. Additionally, teachers should provide enough guidance during the activities to enable them to succeed. Students might feel pleasure when they see their accomplishments. The joy of success might motivate students to study hard and alleviate their anxious feelings in the language learning process. To this end, teachers can observe types of activities that students take pleasure in and design the in-class and out-class activities accordingly. It is essential to encourage students to engage in activities and increase their enjoyment in learning the language.

The current data highlights the importance of teaching skills for teachers. Students reported that they feel anxious if they cannot understand the instructions and teacher feedback. That is why teachers need to improve their teaching skills. They need to provide students effective instruction and also check their understanding during the lesson. Moreover, teachers should provide effective feedback to students, especially while correcting their errors. They need to be sure that their students learn from feedback. In this sense, teacher education programs play a pivotal role in enhancing pre-service teachers' teaching skills. Pre-service

teachers should improve those skills with the help of teaching practices. For this reason, the practicum is valuable for experience for pre-service teachers to develop their teaching skills.

The results of this research support the idea that practicum has a significant role in teacher education. Additionally, teacher educators can utilize micro-teaching activities to improve the teaching skills of pre-service teachers. Micro-teaching activities help pre-service teachers practice their skills and eliminate the problems in their techniques and skills before applying them into the real classroom. This combination of findings provides some support for the conceptual premise that teaching skills are important to foster students' emotions. Effective teaching techniques not only decrease students' anxiety but also foster their enjoyment in the course of language.

The evidence from this study suggests that different factors influence learners' anxiety and enjoyment in English classes. The study also contributes to our understanding of the correlation between FLA and FLE. To clarify, the negative relationship between FLE and FLA is clearly supported by the current findings. Within this respect, teachers can foster learners' enjoyment to reduce their anxious feelings. In general, it can be inferred that teachers have an important role in fostering learners' positive emotions. These findings have significant implications for understanding how enjoyment in language classes can be achieved through teachers' classroom practices. Pre-service teachers need to be informed about the broadening power of positive emotions and the importance of the ratio of positive and negative emotions in students. To this end, teacher education programs should increase the awareness of pre-service teachers about the function of different emotions in the language learning process. They need to be informed about the significance of positive emotions in SLA. That is why those programs need to integrate training courses related to the importance of emotions and strategies to regulate learners' emotions in language classes.

Moreover, in-service teachers need to be informed about the broadening power of positive emotions and the importance of the ratio of positive and negative emotions in students. In-service teachers, including experienced ones, might be lack of knowledge about controlling their students' emotions. In this sense, a need analysis study on teachers' emotion management skills could be implemented as

a first step. According to obtained results, in-service teacher training programs could be provided to improve teachers' emotion management skills as professional development of teachers. In-service teachers should be encouraged to identify the sources of those emotions and also implement necessary classroom practices to manage learners' emotions. In this sense, teacher trainers can offer teaching techniques and strategies to regulate students' emotions in the classroom for in-service teachers.

This study revealed that learners who have a clear goal of learning English, such as building successful careers, are more motivated to learn English. Accordingly, those students have fun in the course of language. In this sense, teachers need to encourage students to set goals to learn English to boost their enjoyment. It could also be inferred from this result that learners' motivation increases their FLE levels. That is why teachers should build extrinsic and intrinsic motivation in their students to foster learners' pleasure in the process of language learning.

The findings reported here shed new light on the role of emotions in the language learning process. This study is the first comprehensive investigation of FLE and FLA among Turkish secondary school students. Consequently, the insights gained from this study may be of assistance to reveal students' emotions in the course of language, the sources of those emotions, the relationship between those emotions, and their impact on language achievement. A mixed-method approach is employed to obtain further in-depth information on the patterns of positive and negative emotions. The quantitative data present the levels of anxiety and enjoyment among students. The qualitative data of the study provide more salient views contributing language teaching field since obtained data enable us to identify the sources of FLA and FLE. The findings of the study provide experts in the field of language education a chance to detect the underlying factors of both positive and negative emotions and also eliminate the sources of debilitating anxiety. Therefore, this study adds to the growing body of research that indicates the role of emotions in SLA.

Taken together, the analysis of FLA and FLE undertaken here has extended our knowledge of the role of emotions in the field of SLA. This study indicates that students' positive emotions play a key role in achievement in language learning.

That is why the antecedents of positive emotions should be identified to provide a better learning environment and foster students' performances. Moreover, it should be kept in mind that enjoyment and anxiety might change in time depending on the interaction of different contextual elements such as teachers' and peers' small reactions. For this reason, teachers need to encourage learners of the English language to express themselves to understand their needs. In this way, they can find new ways to meet those needs and increase learners' joyful experiences in the course of language. Although the impact of anxiety on language performance has been the subject of intense debate within language education, considerably more attention needs to be paid to foster enjoyment in the course of foreign language since the broadening power of emotions has been confirmed.

### **Suggestions for further research**

In this investigation, the aim was to assess the FLE and FLA levels of Turkish EFL students. This paper also investigated the sources of students' emotions and the relationship between students' emotions and their achievements. In line with this purpose, a mixed-method research design was adopted. However, data in this study collected in only one state school in Turkey. Further studies need to be done by integrating different schools in Turkey to validate research findings. In addition, participants in this study were only fifth graders. Since the sample does not represent whole EFL learners in Turkey, further research with a larger sample and participants studying different grade levels is an essential next step in confirming and generalizing the results.

The present cross-sectional study used a mixed-method research design to evaluate FLE and FLA among students. Although semi-structured interviews and reflective journals were used to identify language anxiety and enjoyment sources, they did not represent fluctuations in those emotions. Therefore, further longitudinal investigations are needed to explore how those emotions change over time. More information on the dynamic nature of emotions would help us establish a greater degree of accuracy on the role of emotions in language education. Further work is also required to fully understand the determinants of both FLE and FLA and the interaction of those emotions in a longer time frame.



The study should be repeated, integrating teachers as participants of the study. Being limited to students' perspectives, this study only depends on the self-reports of students. A focus on teachers' perceptions could produce interesting findings that account more for the determinants of enjoyment and anxiety among students. This would be a fruitful area for further work to have more information on the sources of positive and negative emotions.

This study indicates that while FLE is an underlying factor for language achievement, FLA plays no role in determining achievement. Since existing literature yields inconsistent results on this issue, considerably more work will need to be done to determine the relationship between students' emotions and performances. In this study, only the final grades of students were taken into consideration as the measurement point. Since the research findings do not imply causality, further research including different measurement points needs to be carried out to identify the role of emotions on achievement.

The current study shows that teacher variables are underlying factors for FLE. Therefore, more information on the link between the personality traits of teachers and FLE would help us to establish a greater degree of accuracy on this matter. Further research, that is why is required to identify the effect of teacher-related factors on learners' enjoyment levels.

## References

- Abdurahman, N. H., & Rizqi, M. A. (2020). Indonesian students' strategies to cope with foreign language anxiety. *TEFLIN Journal*, 31(1), 1-18. <http://dx.doi.org/10.15639/eflinjournal.v31i1/1-18>
- Ahmadi-Azad, S., Asadollahfam, H., & Zoghi, M. (2020). Effects of teacher's personality traits on EFL learners' foreign language enjoyment. *System*, 95, 102369. <https://doi.org/10.1016/j.system.2020.102369>
- Aida, Y. (1994). Examination of Horwitz, Horwitz, and Cope's construct of foreign language anxiety: The case of students of Japanese. *The Modern Language Journal*, 78, 155-167. <https://doi.org/0.2307/329005>
- Al-Khasawneh, F.M. (2016). Investigating foreign language learning anxiety: A case of Saudi undergraduate EFL learners. *Journal of Language and Linguistic Studies*, 12(1), 137-148.
- Alrabai, F. (2015). The influence of teachers' anxiety-reducing strategies on learners' foreign language anxiety. *Innovation in Language Learning and Teaching*, 9(2), 163-190.
- Alpert, R., & Haber, R. N. (1960). Anxiety in academic achievement situations. *The Journal of Abnormal and Social Psychology*, 61(2), 207-215. <https://doi.org/10.1037/h0045464>
- Altunel, İ. (2019). *An investigation into the relationship between mindset and foreign language anxiety* (Unpublished Master's thesis). Hacettepe University, Ankara.
- Argaman, O., & Abu-Rabia, S. (2002). The influence of language anxiety on English reading and writing tasks among native Hebrew speakers. *Language Culture and Curriculum*, 15(2), 143-160. <https://doi.org/10.1080/07908310208666640>
- Arnold, J. (2011). Attention to affect in language learning. *Anglistik. International Journal of English Studies*, 22 (1), 11-22.
- Arnold, J., & Brown, H. D. (1999). A map of the terrain. In J. Arnold (Eds.), *Affect in language learning* (pp. 1–24). Cambridge: Cambridge University Press.

- Aslan, E., & A.S. Thompson. 2018. The interplay between learner beliefs and foreign language anxiety: insights from the Turkish EFL context. *Language Learning Journal*. Advance online publication. <https://doi.org/10.1080/09571736.2018.1540649>
- Aspinwall, L. G. (1998). Rethinking the role of positive affect in self-regulation. *Motivation and Emotion*, 22(1), 1– 32.
- Aydın, S. (2008). An Investigation on the Language Anxiety and Fear of Negative Evaluation among Turkish EFL Learners. *Asian EFL Journal* 30(1), 421-444.
- Aydın, S., Harputlu, L., Güzel, S., Savran Çelik, Ş., Uştuk, Ö. & Genç, D. (2016). A Turkish version of Foreign Language Anxiety Scale: Reliability and validity. *Procedia Social and Behavioral Sciences*, 232, 250-256. <https://doi.org/10.1016/j.sbspro.2016.10.011>
- Aydın, S., Harputlu, L., Ustuk, O., Guzel, S., & Celik, S. S. (2017). The children's foreign language anxiety scale: Reliability and validity. *Journal of Language and Linguistic Studies*, 13(2), 43.
- Azher, M., Anwar, M. N., & Naz, A. (2010). An investigation of foreign language classroom anxiety and its relationship with students' achievement. *Journal of College Teaching & Learning (TLC)*, 7(11). <https://doi.org/10.19030/tlc.v7i11.249>
- Bailey, P., Onwuegbuzie, A. J., & Daley, C. E. (2000). Correlates of anxiety at three stages of the foreign language learning process. *Journal of Language and Social Psychology*, 19(4), 474–490. <https://doi.org/10.1177/0261927X00019004005>
- Barabadi, E., & Khajavy, G. H. (2020). Perfectionism and foreign language achievement: The mediating role of emotions and achievement goals. *Studies in Educational Evaluation*, 65, 100874. <https://doi.org/10.1016/j.stueduc.2020.100874>
- Behr, D. (2017). Assessing the use of back translation: The shortcomings of back translation as a quality testing method. *International Journal of Social*

- Benesch, S. (2012). *Considering emotions in critical English language teaching: Theories and praxis*. New York: Routledge.
- Best, J. W., & Kahn, J. V. (2006). *Research in Education (10th ed.)*. Boston: Pearson Education, Inc.
- Binkley, M., Erstad, O., Herman, J., Raizen, S., Ripley, M., Miller-Ricci, M., & Rumble, M. (2012). Defining twenty-first century skills. In P. Griffin, B. McGaw, E. Care (Eds.), *Assessment and teaching of 21st century skills* (pp. 17-66). Springer, Dordrecht.
- Bouzid, H. A. (2016). Boosting 21st century skills through Moroccan ELT textbooks. *Journal of English language teaching and linguistics*, 1(2), 97-108. <http://dx.doi.org/10.21462/jeltl.v1i2.24>
- Bown, J., & White, C. J. (2010). Affect in a self-regulatory framework for language learning. *System*, 38(3), 432-443. <https://doi.org/10.1016/j.system.2010.03.016>
- Brown, J. D. (2001). *Using surveys in language programs*. Cambridge, UK: Cambridge University Press
- Brown, H. D. (2000). *Principles of language learning and teaching*. New York: Pearson Education
- Budzińska, K. (2018). Positive institutions: A case study. *Theory and Practice of Second Language Acquisition*, 2(4), 33-54.
- Budzińska, K. (2019). Positive psychology and its importance in Second Language Acquisition. *Kwartalnik Neofilologiczny*, 3, 533-541. Doi:10.24425/kn.2019.129913
- Cakici, D. (2016). The correlation among efl learners' test anxiety, foreign language anxiety and language achievement. *English Language Teaching*, 9(8), 190-203.

- Cambridge Dictionary. (n.d.). Psychology. In Cambridge Dictionary. Retrieved November 5, 2020, from <https://dictionary.cambridge.org/dictionary/english/psychology>
- Chan, D. Y., & Wu, G. (2004). A study of foreign language anxiety of EFL elementary school students in Taipei county. *Journal of National Taipei Teachers College, 17*(2), 287- 320.
- Chapelle, C., & Jamieson, J. (1986). Computer-assisted language learning as a predictor of success in acquiring English as a second language. *TESOL Quarterly, 20*(1), 27-46. <https://doi.org/10.2307/3586387>
- Chastain, K. (1975). Affective and ability factors in second language acquisition. *Language Learning, 25* (1), 153–161. <https://doi.org/10.1111/j.1467-1770.1975.tb00115.x>
- Cheng, Y. S. (2002). Factors associated with foreign language writing anxiety. *Foreign Language Annals, 35*(6), 647-656. <https://doi.org/10.1111/j.1944-9720.2002.tb01903.x>
- Cheng, Y. S., Horwitz, E. K., & Schallert, D. L. (1999). Language anxiety: Differentiating writing and speaking components. *Language learning, 49*(3), 417-446. <https://doi.org/10.1111/0023-8333.00095>
- Clément, R., Gardner, R. C., & Smythe, P. C. (1980). Social and individual factors in second language acquisition. *Canadian Journal of Behavioural Science/Revue canadienne des sciences du comportement, 12*(4), 293-302.
- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences*. Hillsdale: Lawrence Erlbaum Associates.
- Coşkun, G., & Taşgın, A. (2018). An investigation of anxiety and attitudes of university students towards English courses. *Journal of Language and Linguistic Studies, 14*(2), 135-153.
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods research*. Thousand Oaks, CA: Sage Publications.

- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Boston, MA: Pearson Education.
- Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Creswell, J. W., & Clark, V. L. P. (2018). *Designing and conducting mixed methods research*. Sage publications.
- Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience*. New York: Harper Collins.
- Cruz, M., & Orange, E. (2016). 21st century skills in the teaching of foreign languages at primary and secondary schools. *Turkish Online Journal of Educational Technology*, (Special Issue for IETC, ITEC, IDEC, ITICAM 2016), 1-12.
- Csikszentmihalyi, M. (2008). *Flow: The psychology of optimal experience*. New York: Harper Perennial.
- Csikszentmihalyi, M., & Nakamura, J. (2011). *Positive psychology: Where did it come from, where is it going?* In M. K. Sheldon, T. B. Kashdan, & M. F. Steger (Eds), *Designing positive psychology: Taking stock and moving forward* (pp. 3-8). New York: Oxford University Press.
- Çubukçu, F. (2008). A study on the correlation between self efficacy and foreign language learning anxiety. *Eğitimde Kuram ve Uygulama*, 4(1), 148-158.
- Daly, J. (1991). Understanding communication apprehension: An introduction for language educators. In E. K. Horwitz, & D.J. Young (Eds.), *Language anxiety: From theory and research to classroom implications* (pp.3-13). Englewood Cliffs, New Jersey: Prentice Hall
- Debreli, E., & Demirkan, S. (2015). Sources and levels of foreign language speaking anxiety of English as a foreign language university students with regard to language proficiency and gender. *International Journal of English Language Education*, 4(1), 49-62.

- Demirdağ, Ö., & Bozdoğan, D. (2013). Foreign language anxiety and performance of language learners in preparatory classes. *Turkish Journal of Education*, 2(3), 4-13.
- Dewaele, J. M. (2002). Psychological and sociodemographic correlates of communicative anxiety in L2 and L3 production. *International Journal of Bilingualism*, 6(1), 23-38. <https://doi.org/10.1177/13670069020060010201>
- Dewaele, J. M. (2011). Reflections on the emotional and psychological aspects of foreign language learning and use. *Anglistik: International Journal of English Studies*, 22(1), 23-42.
- Dewaele, J. M. (2013). The link between foreign language classroom anxiety and psychoticism, extraversion, and neuroticism among adult bi-and multilinguals. *The Modern Language Journal*, 97(3), 670-684. <https://doi.org/10.1111/j.1540-4781.2013.12036.x>
- Dewaele, J. M. (2019). The effect of classroom emotions, attitudes toward English, and teacher behavior on willingness to communicate among English foreign language learners. *Journal of Language and Social Psychology*, 38(4), 523-535. <https://doi.org/10.1177/0261927X19864996>
- Dewaele, J. M. (2020). The emotional rollercoaster ride of foreign language learners and teachers: Sources and interactions of classroom emotions. In M. Simons & T. F.H. Smits (Eds.), *Language Education and Emotions* (pp. 207-222). Routledge.
- Dewaele, J. M., & Alfawzan, M. (2018). Does the effect of enjoyment outweigh that of anxiety in foreign language performance?. *Studies in Second Language Learning and Teaching*, 8(1). <https://doi.org/10.14746/ssllt.2018.8.1.2>
- Dewaele, J. M., Chen, X., Padilla, A. M., & Lake, J. (2019). The flowering of positive psychology in foreign/second language teaching and acquisition research. *Frontiers in psychology*, 10, 21-28. <https://doi.org/10.3389/fpsyg.2019.02128>
- Botes, E, Dewaele, J. M., & Greiff, S. (2020). The power to improve: effects of multilingualism and perceived proficiency on enjoyment and anxiety in

foreign language learning. *European Journal of Applied Linguistics*. Advance online publication. <https://doi.org/10.1515/eujal-2020-0003>

- Dewaele, J.-M., & Dewaele, L. (2017). The dynamic interactions in foreign language classroom anxiety and foreign language enjoyment of pupils aged 12 to 18. A pseudo-longitudinal investigation. *Journal of the European Second Language Association*, 1(1), 12–22. <https://doi.org/10.22599/jesla.6>
- Dewaele, J. M., & Dewaele, L. (2020). Are foreign language learners' enjoyment and anxiety specific to the teacher? An investigation into the dynamics of learners' classroom emotions. *Studies in Second Language Learning and Teaching*, 10(1), 45-65. <https://doi.org/10.14746/ssllt.2020.10.1.3>
- Dewaele, J. M., & MacIntyre, P. D. (2014). The two faces of Janus? Anxiety and enjoyment in the foreign language classroom. *Studies in second language learning and teaching*, 4(2), 237-274. <https://doi.org/10.14746/ssllt.2014.4.2.5>
- Dewaele, J.-M., & MacIntyre, P. D. (2016). Foreign Language Enjoyment and Foreign Language Classroom Anxiety. The right and left feet of FL learning? In P. MacIntyre, T. Gregersen, & S. Mercer (Eds.), *Positive Psychology in SLA* pp. 215–236). Bristol: Multilingual Matters.
- Dewaele, J. M., MacIntyre, P. D., Boudreau, C., & Dewaele, L. (2016). Do girls have all the fun? Anxiety and enjoyment in the foreign language classroom. *Theory and Practice of Second Language Acquisition*, 2(1), 41-63.
- Dewaele, J. M., Magdalena, A. F., & Saito, K. (2019). The effect of perception of teacher characteristics on Spanish EFL Learners' Anxiety and Enjoyment. *The Modern Language Journal*, 103(2), 412-427. <https://doi.org/10.1111/modl.12555>
- Dewaele, J.M. & Li, C. (2020) Emotions in Second Language Acquisition: A critical review and research agenda. In Chengchen Li (Eds.), *A Positive Psychology Perspective on Emotions in SLA*. [Special Issue] *Foreign Language World* [Chinese 外语界], 196(1), 34-49.



- Dewaele, J. M., Özdemir, C., Karci, D., Uysal, S., Özdemir, E. D., & Balta, N. (2019). How distinctive is the foreign language enjoyment and foreign language classroom anxiety of Kazakh learners of Turkish?. *Applied Linguistics Review*. Advance online publication. <https://doi.org/10.1515/applirev-2019-0021>
- Dewaele, J.-M., & Proietti Ergün, A. L. (2020). How different are the relations between enjoyment, anxiety, attitudes/motivation and course marks in pupils' Italian and English as foreign languages? *Journal of the European Second Language Association*, 4(1), 45–57. DOI: <https://doi.org/10.22599/jesla.65>
- Dewaele, J. M., Witney, J., Saito, K., & Dewaele, L. (2018). Foreign language enjoyment and anxiety: The effect of teacher and learner variables. *Language Teaching Research*, 22(6), 676-697. <https://doi.org/10.1177/1362168817692161>
- Dewey, J. (1933). *How we think: a restatement of the relation of reflective thinking to the educative process*. Boston: Heath and Company.
- De Ruiter, N. M., Elahi Shirvan, M., & Talebzadeh, N. (2019). Emotional processes of foreign-language learning situated in real-time teacher support. *Ecological Psychology*, 31(2), 127-145. <https://doi.org/10.1080/10407413.2018.1554368>
- De Smet, A., Mettwie, L., Galand, B., Hiligsmann, P., & Van Mensel, L. (2018). Classroom anxiety and enjoyment in CLIL and non-CLIL: Does the target language matter?. *Studies in Second Language Learning and Teaching*, 8(1), 47-71. <https://doi.org/10.14746/ssllt.2018.8.1.3>
- Dörnyei, Z. (1994). Motivation and motivating in the foreign language classroom. *The modern language journal*, 78(3), 273-284. <https://doi.org/10.2307/330107>
- Dörnyei, Z. (2007). *Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies*. Oxford University Press.
- Dörnyei, Z., & Murphey, T. (2003). *Group dynamics in the language classroom*. Cambridge: Cambridge University Press.

- Dörnyei, Z., & Taguchi, T. (2009). *Questionnaires in second language research: Construction, administration, and processing*. Routledge.
- Driver, M. (2020). *Emotion, motivation, and vocabulary learning: A study of heritage and foreign language learners of Spanish* [Unpublished doctoral dissertation]. Georgetown University.
- Durer, Z.S., & Sayar, E. (2013). An analysis of Turkish students' attitudes towards English in speaking classes: voice your thoughts. *Procedia - Social and Behavioral Sciences*, 70, 1574-1579. <https://doi.org/10.1016/j.sbspro.2013.01.225>
- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1), 405-432. <https://doi.org/10.1111/j.1467-8624.2010.01564.x>
- Elahi Shirvan, M. & Talebzadeh, N. (2018a). Exploring the fluctuations of foreign language enjoyment in conversation: An idiodynamic perspective. *Journal of Intercultural Communication Research*, 47(1), 21-37. <https://doi.org/10.1080/17475759.2017.1400458>
- Elahi Shirvan, M., & Talebzadeh, N. (2018b). Foreign language anxiety and enjoyment in an imagined community. *Eurasian Journal of Applied Linguistics*, 4(2), 109-133. <https://doi.org/10.32601/ejal.464043>
- Elahi Shirvan, M., & Taherian, T. (2018c). Longitudinal examination of university students' foreign language enjoyment and foreign language classroom anxiety in the course of general English: Latent growth curve modeling. *International Journal of Bilingual Education and Bilingualism*, 1-19. <https://doi.org/10.1080/13670050.2018.1441804>
- Elahi Shirvan, M., & Talebzadeh, N. (2020). Tracing the signature dynamics of foreign language classroom anxiety and foreign language enjoyment: A retrodictive qualitative modeling. *Eurasian Journal of Applied Linguistics*, 6(1), 23-44. <https://doi.org/10.32601/ejal.710194>

- Elahi Shirvan, M. E., & Taherian, T. (2020). Affordances of the microsystem of the classroom for foreign language enjoyment. *Human Arenas*. <https://doi.org/10.1007/s42087-020-00150-6>
- Elahi Shirvan, M., Taherian, T., & Yazdanmehr, E. (2020). The dynamics of foreign language enjoyment: An ecological momentary assessment. *Frontiers in Psychology, 11*, 1391-1405. <https://doi.org/10.3389/fpsyg.2020.01391>
- Elkhafaiji, H. (2005). Listening comprehension and anxiety in the Arabic language classroom. *The Modern Language Journal, 89*(2), 206-220. <https://doi.org/10.1111/j.1540-4781.2005.00275.x>
- Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics, 5*(1), 1-4.
- Eysenck, M. W., & Calvo, M. G. (1992). Anxiety and performance: The processing efficiency theory. *Cognition & emotion, 6*(6), 409-434. <https://doi.org/10.1080/02699939208409696>
- Eysenck, M. W., Derakshan, N., Santos, R., & Calvo, M. G. (2007). Anxiety and cognitive performance: attentional control theory. *Emotion, 7*(2), 336. <https://doi.org/10.1037/1528-3542.7.2.336>
- Fredrickson, B. L. (1998). What good are positive emotions?. *Review of general psychology, 2*(3), 300-319.
- Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American Psychologist, 56*(3), 218.
- Fredrickson, B. L. (2003). The value of positive emotions: The emerging science of positive psychology is coming to understand why it's good to feel good. *American Scientist 91* (4), 330–335.
- Fredrickson, B. L. (2004). The broaden-and-build theory of positive emotions. *The Royal Society, 359*, 1367–1377.
- Fredrickson, B. L. (2013). Updated thinking on positivity ratios. *American Psychologist, 68*, 814-822. <https://doi.org/10.1037/a0033584>

- Fresacher, C. (2016). Why and How to Use Positive Psychology Activities in the Second Language Classroom. In MacIntyre, P. D., Gregersen, T. & Mercer, S. (Eds.), *Positive psychology in SLA*, (p. 344-358). Bristol, UK: Multilingual Matters.
- Froh, J. J. (2004). The history of positive psychology: Truth be told. *NYS Psychologist*, 16(3), 18-20.
- Funder, D. (2010). *The personality puzzle* (5th ed.). New York: Norton.
- Gabryś-Barker, D. (2016). Caring and sharing in a foreign language class: On a positive classroom climate. In D. Gabryś-Barker & D. Gałajda (Eds.), *Positive psychology perspectives on foreign language learning and teaching* (pp. 155–174). Berlin/Heidelberg: Springer.
- Gardner, R.C., Smythe, P.C., Clement, R. & Glikman, L. (1976). Second language acquisition: A social psychological perspective. *Canadian Modern Language Review* 32, 198–213. <https://doi.org/10.1037/h0081474>
- Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. London: Edward Arnold.
- Gardner, R. C., & MacIntyre, P. D. (1993). A student's contributions to second-language learning. Part II: Affective variables. *Language Teaching*, 26(1), 1-11. <https://doi.org/10.1017/S0261444800000045>
- Gardner, R. C., & MacIntyre, P. D. (1993). On the measurement of affective variables in second language learning. *Language Learning*, 43(2), 157-194. <https://doi.org/10.1111/j.1467-1770.1992.tb00714.x>
- Gardner, R. C., & Smythe, P. C. (1975). *Second language acquisition: A social psychological approach* (Research Bulletin No. 332). London, Ontario: The University of Western Ontario.
- Garrett, P., & Young, R. F. (2009). Theorizing affect in foreign language learning: An analysis of one learner's responses to a communicative Portuguese course. *The Modern Language Journal*, 93(2), 209-226. <https://doi.org/10.1111/j.1540-4781.2009.00857.x>

- Green, J.M., & Oxford, R.L. (1995). A closer look at learning strategies, L2 proficiency, and gender. *TESOL Quarterly* 29 (2), 261-297. <https://doi.org/10.2307/3587625>
- Gregersen, T. S. (2003). To err is human: A reminder to teachers of language-anxious students. *Foreign Language Annals*, 36(1), 25-32. <https://doi.org/10.1111/j.1944-9720.2003.tb01929.x>
- Gregersen, T., & Horwitz, E. K. (2002). Language learning and perfectionism: Anxious and non-anxious language learners' reactions to their own oral performance. *The Modern Language Journal*, 86(4), 562-570. <https://doi.org/10.1111/1540-4781.00161>
- Gregersen, T., Macintyre, P. D., & Meza, M. D. (2014). The motion of emotion: Idiodynamic case studies of learners' foreign language anxiety. *The Modern Language Journal*, 98(2), 574-588. <https://doi.org/10.1111/modl.12084>
- Güler, G. (2018). *Positive psychology in ELT: The effects of character strengths exercises on EFL learners' intrinsic motivation* (Unpublished MA thesis). İstanbul Sabahattin Zaim University, İstanbul.
- Heigham, J., & Croker, R. A. (2009). *Qualitative research in applied linguistics: A practical introduction*. Basingstoke: Palgrave Macmillan.
- Hefferon, K., & Boniwell, I. (2011). *Positive psychology: Theory, research and applications*. New York: McGraw-Hill Education.
- Helgesen, M. (2016). 13 Happiness in ESL/EFL: Bringing Positive Psychology to the Classroom. In MacIntyre, P. D., Gregersen, T. & Mercer, S. (Eds.), *Positive psychology in SLA*, (p. 305-323). Bristol, UK: Multilingual Matters
- Hodges, W. F., & Spielberger, C. D. (1969). Digit span: An indicant of trait or state anxiety?. *Journal of consulting and clinical psychology*, 33(4), 430. <https://doi.org/10.1037/h0027813>
- Horwitz, E. K. (1986). Preliminary evidence for the reliability and validity of a foreign language anxiety scale. *Tesol Quarterly*, 20(3), 559-562. <https://doi.org/10.2307/3586302>

- Horwitz, E. K. (2001). Language anxiety and achievement. *Annual review of applied linguistics*, 21, 112-126.  
<https://doi.org/10.1017/S0267190501000071>
- Horwitz, E. K. (2010). Foreign and second language anxiety. *Language Teaching*, 43(2), 154. <https://doi.org/10.1017/S026144480999036X>
- Horwitz, E.K, Horwitz, M., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125–132.  
<https://doi.org/10.2307/327317>
- Horwitz, E. K., Tallon, M., & Luo, H. (2010). Foreign language anxiety. Anxiety in schools: The causes, consequences, and solutions for academic anxieties. In J.C. Cassady (Eds.), *Anxiety in schools: The causes, consequences, and solutions for academic anxieties* (pp. 95-115). Peter Lang Inc.
- Hubbs, D. L., & Brand, C. F. (2005). The paper mirror: Understanding reflective journaling. *Journal of Experiential Education*, 28(1), 60-71.  
<https://doi.org/10.1177/105382590502800107>
- Imai, Y. (2010). Emotions in SLA: New insights from collaborative learning for an EFL classroom. *The Modern Language Journal*, 94(2), 278-292.  
<https://doi.org/10.1111/j.1540-4781.2010.01021.x>
- Jiang, Y., & Dewaele, J. M. (2020). The predictive power of sociobiographical and linguistic variables on foreign language anxiety of Chinese university students. *System*, 102207. <https://doi.org/10.1016/j.system.2020.102207>
- Joseph, S., Murphy, D., & Holford, J. (2020). Positive education: A new look at Freedom to Learn. *Oxford Review of Education*, 46(5), 549-562  
<https://doi.org/10.1080/03054985.2020.1726310>
- Karabıyık, C., & Özkan, N. (2017). Foreign language anxiety: A study at Ufuk University Preparatory School. *Journal of Language and Linguistic Studies*, 13(2), 667-680.
- Khatib, M., Sarem, S. N., & Hamidi, H. (2013). Humanistic Education: Concerns, Implications and Applications. *Journal of Language Teaching & Research*, 4(1) 45-51 <https://doi.org/10.4304/jltr.4.1.45-51>

- Kleinmann, H. (1977). Avoidance behavior in adult second language acquisition. *Language Learning*, 27 (1), 93–107. <https://doi.org/10.1111/j.1467-1770.1977.tb00294.x>
- Krashen, S. D. (1982). *Principles and practice in second language learning*. NY: Pergamon.
- Koul, R., Roy, L., Kaewkuekool, S., & Ploisawaschai, S. (2009). Multiple goal orientations and foreign language anxiety. *System*, 37(4), 676-688. <https://doi.org/10.1016/j.system.2009.09.011>
- Kovaç, E. S. (2020). Foreign Language Learning Anxiety Among Low Intermediate Level EFL Students: A Comparison of the Anxiety Levels of Students Attending Three Different Turkish State Universities. *Prizren Social Science Journal*, 4(2), 41-48. <https://doi.org/10.32936/pssj.v4i2.180>
- Lake, J. (2016). Accentuate the positive: Conceptual and empirical development of the positive L2 self and its relationship to L2 proficiency. In P. MacIntyre, T. Gregersen, & S. Mercer (Eds.), *Positive Psychology in SLA* (pp. 237-257). Bristol: Multilingual Matters.
- Lee, J. S. (2020). The role of grit and classroom enjoyment in EFL learners' willingness to communicate. *Journal of Multilingual and Multicultural Development*. Advance online publication. <https://doi.org/10.1080/01434632.2020.1746319>
- Lee, J. S., & Lee, K. (2020). The role of informal digital learning of English and L2 motivational self system in foreign language enjoyment. *British Journal of Educational Technology*. <https://doi.org/10.1111/bjet.12955>
- Li, C. (2019). A Positive Psychology perspective on Chinese EFL students' trait emotional intelligence, foreign language enjoyment and EFL learning achievement. *Journal of Multilingual and Multicultural Development*, 41(3), 246-263. <https://doi.org/10.1080/01434632.2019.1614187>
- Li, C., Dewaele, J. M., & Jiang, G. (2019). The complex relationship between classroom emotions and EFL achievement in China. *Applied Linguistics Review*. 11(3), 485-510. <https://doi.org/10.1515/applirev-2018-0043>

- Liu, M. (2006). Anxiety in Chinese EFL students at different proficiency levels. *System*, 34(3),301-316. <https://doi.org/10.1016/j.system.2006.04.004>
- Lopez, S. J., Rose, S., Robinson, C., Marques, S. C., & Pais-Ribeiro, J. (2009). Measuring and promoting hope in schoolchildren. In Furlong, M. J., Gilman, R., & Huebner, E. S. (Eds.). *Handbook of positive psychology in schools* (pp. 55-68). Routledge.
- Lopez, S. J., & Snyder, C. R. (2009). *Oxford handbook of positive psychology*. New York: Oxford.
- Lounsbury, J. W., Fisher, L. A., Levy, J. J., & Welsh, D. P. (2009). An Investigation of Character Strengths in Relation to the Academic Success of College Students. *Individual Differences Research*, 7(1), 52-69.
- MacIntyre, P. D. (1999). Language anxiety: A review of the research for language teachers. In D. J. Young (Eds.), *Affect in foreign language and second language teaching: A practical guide to creating a low-anxiety classroom atmosphere* (pp. 24-45). Boston: Mc Graw-Hill.
- MacIntyre, P. D. (2016). So far so good: An overview of positive psychology and its contributions to SLA. In Gabryś-Barker, D. & Gałajda, D. (Eds.), *Positive psychology perspectives on foreign language learning and teaching* (pp. 3–20). New York, NY: Springer.
- MacIntyre, P.D. (2017). An overview of language anxiety research and trends in its development. In: Gkonou, C., Daubney, M., Dewaele, J.-M. (Eds.), *New insights into language anxiety: Theory, research and educational implications* (pp. 11–30). Bristol: Multilingual Matters.
- MacIntyre, P. D., & Gardner, R. C. (1991). Methods and results in the study of anxiety and language learning: A Review of the Literature. *Language Learning*, 41 (1), 85-117. <https://doi.org/10.1111/j.1467-1770.1991.tb00677.x>
- MacIntyre, P. D., & Gardner, R. C. (1994). The subtle effects of language anxiety on cognitive processing in the second language. *Language learning*, 44(2), 283-305. <https://doi.org/10.1111/j.1467-1770.1994.tb01103.x>



- MacIntyre, P., & Gregersen, T. (2012). Emotions that facilitate language learning: The positive-broadening power of the imagination. *Studies in Second Language Learning & Teaching*, 2(2), 193–213.
- MacIntyre, P. D., Gregersen, T., & Mercer, S. (2019). Setting an agenda for positive psychology in SLA: Theory, practice, and research. *The Modern Language Journal*, 103(1), 262-274. <https://doi.org/10.1111/modl.12544>
- MacIntyre, P. D., & Mercer, S. (2014). Introducing positive psychology to SLA. *Studies in Second Language Learning and Teaching*, 4(2), 153–172. <https://doi.org/10.1111/modl.12544>
- MacIntyre, P. D., Noels, K. A., & Clément, R. (1997). Biases in self-ratings of second language proficiency: The role of language anxiety. *Language learning*, 47(2), 265-287. <https://doi.org/10.1111/0023-8333.81997008>
- Marcos-Llinás, M., & Garau, M. J. (2009). Effects of language anxiety on three proficiency-level courses of Spanish as a foreign language. *Foreign Language Annals*, 42(1), 94-111.
- Marques, S. C., Lopez, S. J., & Pais-Ribeiro, J. L. (2011). “Building hope for the future”: A program to foster strengths in middle-school students. *Journal of Happiness Studies*, 12(1), 139-152.
- Marshall, M. N. (1996). Sampling for qualitative research. *Family Practice*, 13(6), 522– 526. <https://doi.org/10.1093/fampra/13.6.522>
- Marwan, A. (2016). Investigating students’ foreign language anxiety. *Malaysian Journal of ELT Research*, 3(1), 37-55.
- Maslow, A. H. (1954). *Motivation and personality*. New York: Harper and Row.
- Matsuda, S., & Gobel, P. (2004). Anxiety and predictors of performance in the foreign language classroom. *System*, 32(1), 21-36. <https://doi.org/10.1016/j.system.2003.08.002>
- Méndez-Aguado, C., Aguilar-Parra, J. M., Álvarez, J. F., Trigueros, R., & Fernández-Archilla, J. A. (2020). The influence of emotions, motivation and habits in the academic performance of primary education students in French as a foreign language. *Sustainability*, 12(6), 2531. <https://doi.org/10.3390/su12062531>

- Mendez Lopez, M. G. (2011). *Emotion and language learning: An exploration of experience and motivation in a Mexican university context* (Unpublished doctoral dissertation). University of Nottingham, Nottingham. Retrieved from <http://etheses.nottingham.ac.uk/3175/1/555352.pdf> on 19.03.2016.
- Méndez López, M. G. (2011). The motivational properties of emotions in foreign language learning. *Colombian Applied Linguistics Journal*, 13(2), 43-58.
- Méndez López, M. G., & Peña Aguilar, A. (2013). Emotions as learning enhancers of foreign language learning motivation. *Profile Issues in Teachers Professional Development*, 15(1), 109-124.
- Mierzwa, E. (2018). The relationship between foreign language enjoyment and gender among secondary grammar school students. *The Journal of Education, Culture, and Society*, 9(2), 117-135. <https://doi.org/10.15503/jecs20182.117.135>
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis (2nd ed.)*. Thousand Oaks, CA: Sage Publications.
- Miller, S., Connolly, P., & Maguire, L. K. (2013). Wellbeing, academic buoyancy and educational achievement in primary school students. *International Journal of Educational Research*, 62, 239-248. <https://doi.org/10.1016/j.ijer.2013.05.004>
- Miller, Z. F., & Godfroid, A. (2020). Emotions in incidental language learning: An individual differences approach. *Studies in Second Language Acquisition*, 42(1), 115-141. <https://doi.org/10.1017/S027226311900041X>
- Milli Eğitim Bakanlığı [Ministry of National Education (MoNE)]. (2017). *Yabancı dil ağırlıklı 5. Sınıf İngilizce dersi öğretim programı*. Retrieved February 12, 2020 from [http://tegm.meb.gov.tr/meb\\_iys\\_dosyalar/2017\\_09/15180742\\_EK-2\\_YabancY\\_Dil\\_AYrIYkIY\\_5\\_SYnYf\\_Yngilizce\\_Dersi\\_YYretim\\_ProgramY.pdf](http://tegm.meb.gov.tr/meb_iys_dosyalar/2017_09/15180742_EK-2_YabancY_Dil_AYrIYkIY_5_SYnYf_Yngilizce_Dersi_YYretim_ProgramY.pdf)
- Mills, G. E., & Gay, L. R. (2016). *Education research: Competencies for analysis and applications*. London, England: Pearson Education.

- Moskowitz, S., & Dewaele, J.-M. (2020). The role of intellectual humility in foreign language enjoyment and foreign language classroom anxiety. *Eurasian Journal of Applied Linguistics*, 6(3), 521-541.
- Murphey, T. (2016). Teaching to Learn and Well-Become: Many MiniRenaissance. In P. MacIntyre, T. Gregersen, & S. Mercer (Eds.), *Positive Psychology in SLA* (pp. 324-343). Bristol: Multilingual Matters.
- Naya, C., Sheo, J., & Kang, S. (2020). Individual and parental factors associated with preschool children's foreign language anxiety in an EFL Setting. *Elementary Education Online*, 19(3), 1116-1126. <https://doi.org/10.17051/ilkonline.2020.716842>
- Nemati, F., Roohani, A., & Mirzaei, A. (2020). Investigating foreign language enjoyment and public speaking class anxiety in the EFL class: A mixed methods study. *Journal of Teaching Language Skills*, 39(1), 115-152. <https://doi.org/10.22099/JTLS.2020.37330.2835>
- Öztürk, G., & Gürbüz, N. (2013). The impact of gender on foreign language speaking anxiety and motivation. *Procedia-Social and Behavioral Sciences*, 70, 654-665.
- Park, G. P., & French, B. F. (2013). Gender differences in the foreign language classroom anxiety scale. *System*, 41(2), 462-471. <https://doi.org/10.1016/j.system.2013.04.001>
- Pavelescu, L. M., & Petric, B. (2018). Love and enjoyment in context: Four case studies of adolescent EFL learners. *Studies in Second Language Learning and Teaching*, 8(1), 73-101. <https://doi.org/10.14746/sslit.2018.8.1.4>
- Pekrun, R. (2009). Emotions at school. In R. W. Kathryn & A. Wigi (Eds.), *Handbook of motivation at school* (pp. 575-604). New York: Routledge.
- Pekrun, R., Elliot, A. J., & Maier, M. A. (2009). Achievement goals and achievement emotions: Testing a model of their joint relations with academic performance. *Journal of Educational Psychology*, 101(1), 115-135. <https://doi.org/10.1037/a0013383>
- Pekrun, R., Goetz, T., Frenzel, A. C., Barchfeld, P., & Perry, R. P. (2011). Measuring emotions in students' learning and performance: The

- Achievement Emotions Questionnaire (AEQ). *Contemporary Educational Psychology*, 36 (1), 36-48. <https://doi.org/10.1016/j.cedpsych.2010.10.002>
- Pekrun, R., Goetz, T., Titz, W., & Perry, R. P. (2002). Academic emotions in students' self-regulated learning and achievement: A program of qualitative and quantitative research. *Educational psychologist*, 37(2), 91-105. [https://doi.org/10.1207/S15326985EP3702\\_4](https://doi.org/10.1207/S15326985EP3702_4)
- Piechurska-Kuciel, E. (2017). L2 or L3? Foreign Language Enjoyment and Proficiency. In D. Gabryś-Barker, D. Gałajda, A. Wojtaszeki, & P. Zakrajewski (Eds.) *Multiculturalism, Multilingualism and the Self* (pp. 97-111). Cham: Springer.
- Prior, M. T. (2019). Prior, M. T. (2019). Elephants in the room: An “affective turn,” or just feeling our way?. *The Modern Language Journal*, 103(2), 516-527. <https://doi.org/10.1111/modl.12573>
- Onwuegbuzie, A. J., Bailey, P., & Daley, C. E. (1999b). Factors associated with foreign language anxiety. *Applied Psycholinguistics*, 20(2), 217-239. <https://doi.org/10.1017/S0142716499002039>
- Onwuegbuzie, A. J., Bailey, P., & Daley, C. E. (1999a). Relationships between anxiety and achievement at three stages of learning a foreign language. *Perceptual and Motor Skills*, 88, 1085-1093. <https://doi.org/10.2466/pms.1999.88.3c.1085>
- Ortega, L. (2013). SLA for the 21st century: Disciplinary progress, transdisciplinary relevance, and the bi/multilingual turn. *Language Learning*, 63, 1-24. <https://doi.org/10.1111/j.1467-9922.2012.00735.x>
- Oxford, R. L. (1990). *Language learning strategies: What every teacher should know*. Boston: Heinle & Heinle.
- Oxford, R. L. (1999). Anxiety in the language learner: New insights. In J. Arnold (Ed.), *Affect in language learning* (pp. 58–67). Cambridge: Cambridge University Press.
- Oxford, R. L. (2016). Powerfully positive: Searching for a model of language learner well-being. In Gabryś-Barker, D. & Gałajda, D. (Eds.), *Positive*

- psychology perspectives on foreign language learning and teaching* (pp. 21-37). New York, NY: Springer.
- Oteir, I.N., & Al-Otaibi, N. A. (2019). Foreign language anxiety: A systematic review. *Arab World English Journal (AWEJ)*, 70(3), 309-317. <https://dx.doi.org/10.24093/awej/vol10no3.21>
- Özer, Z., & Altay, İ.F. (in press). Examining the level of enjoyment and anxiety among Turkish EFL students. *Journal of Language and Linguistic Studies*.
- Pallant, J. (2010). *SPSS Survival manual: a step by step guide to data analysis using SPSS*. Maidenhead: Open University Press/McGraw-Hill.
- Pappamihiel, N. E. (2002). English as a second language students and English language anxiety: Issues in the mainstream classroom. *Research in the Teaching of English*, 36, 327-355.
- Pavelescu, L. M., & Petric, B. (2018). Love and enjoyment in context: Four case studies of adolescent EFL learners. *Studies in Second Language Learning and Teaching*, 8(1), 73-101. <https://doi.org/10.14746/ssllt.2018.8.1.4>
- Pawlak, M., Kruk, M., Zawodniak, J., & Pasikowski, S. (2020). Investigating factors responsible for boredom in English classes: The case of advanced learners. *System*, 91, 102259. <https://doi.org/10.1016/j.system.2020.102259>
- Pluskota, A. (2014). The application of positive psychology in the practice of education. *SpringerPlus*, 3(1), 147. <https://doi.org/10.1186/2193-1801-3-147>
- P21, (2014). Learning for the 21st Century: A Report and MILE Guide for 21st Century Skills. Partnership for 21st Century Skills. Retrieved from <https://files.eric.ed.gov/fulltext/ED480035.pdf>
- P21, (2015). P21 framework definitions. From [http://www.p21.org/storage/documents/docs/P21\\_Framework\\_Definitions\\_New\\_Logo\\_2015.pdf](http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf)
- Raccanello, D., Brondino, M., Moè, A., Stupnisky, R., & Lichtenfeld, S. (2019). Enjoyment, boredom, anxiety in elementary schools in two domains: relations with achievement. *The Journal of Experimental Education*, 87(3), 449-469. <https://doi.org/10.1080/00220973.2018.1448747>

- Rahimi, A., & Bigdeli, R. A. (2014). The broaden-and-build theory of positive emotions in second language learning. *Procedia-Social and Behavioral Sciences*, 159, 795-801. <https://doi.org/10.1016/j.sbspro.2014.12.451>
- Reeve, J. (2015). *Understanding motivation and emotion (6th ed.)* Hoboken, NJ: Wiley.
- Reid, J. M. (1987). The learning style preferences of ESL students. *TESOL quarterly*, 21(1), 87-111. <https://doi.org/10.2307/3586356>
- Rezazadeh, M., & Zarrinabadi, N. (2020). Examining need for closure and need for cognition as predictors of foreign language anxiety and enjoyment. *Journal of Multilingual and Multicultural Development*. advance online publication. Advance Online Publication. <https://doi.org/10.1080/01434632.2020.1798972>
- Richards, J. C. (2020). Exploring emotions in language teaching. *RELC Journal*, Advance online publication. <https://doi.org/10.1177/0033688220927531>
- Rubin, J., & Thompson, I. (1982). *How to be a more successful language learner*. Boston, Mass.: Heinle & Heinle Publishers Inc.
- Russell, V. (2020). Language anxiety and the online learner. *Foreign Language Annals*. 53,338-352. <https://doi.org/10.1111/flan.12461>
- Ryan, R. M., Connell, J. P., & Plant, R. W. (1990). Emotions in non-directed text learning. *Learning and Individual Differences*, 2(1), 1-17. [https://doi.org/10.1016/1041-6080\(90\)90014-8](https://doi.org/10.1016/1041-6080(90)90014-8)
- Saavedra, A., & Opfer, D. (2012). *Teaching and learning 21st century skills: lessons from the learning sciences*. New York: Asia Society.
- Saldaña, J. & Omasta, M. (2018). *Qualitative research: Analyzing life*. Thousand Oaks, CA: SAGE Publications.
- Salehi, M., & Marefat, F. (2014). The effects of foreign language anxiety and test anxiety on foreign language test performance. *Theory & Practice in Language Studies*, 4(5), 931-940. <https://doi.org/10.4304/tpls.4.5.931-940>

- Sarason, I. G. (1984). Stress, anxiety, and cognitive interference: Reactions to tests. *Journal of Personality and Social Psychology*, 46(4), 929–938. <https://doi.org/10.1037/0022-3514.46.4.929>
- Saito, Y., Garza, T. J., & Horwitz, E. K. (1999). Foreign language reading anxiety. *The modern language journal*, 83(2), 202-218. <https://doi.org/10.1111/0026-7902.00016>
- Saito, Y., & Samimy, K. K. (1996). Foreign language anxiety and language performance: A study of learner anxiety in beginning, intermediate, and advanced-level college students of Japanese. *Foreign Language Annals*, 29(2), 239-249. <https://doi.org/10.1111/j.1944-9720.1996.tb02330.x>
- Schultz, D. P., & Schultz, S.E. (2011). *A History of Modern Psychology*. Belmont, CA: Wadsworth
- Scovel, T. (1978). The effect of affect on foreign language learning: A review of the anxiety research. *Language learning*, 28(1), 129-142.
- Seligman, M. E. P. (2002). Positive psychology, positive prevention, and positive therapy. In Snyder, C. R., & Lopez, S. J. (Eds.) *Handbook of positive psychology* (p. 3-9). New York: Oxford university press.
- Seligman, M. (2018). PERMA and the building blocks of well-being. *The Journal of Positive Psychology*, 13(4), 333-335. <https://doi.org/10.1080/17439760.2018.1437466>
- Seligman, M. E. P., & Csikszentmihalyi, M. (2000). Positive psychology. *American Psychologist*, 55(1), 5-14. <https://doi.org/10.1037/0003-066X.55.1.5>
- Seligman, M. E., Ernst, R. M., Gillham, J., Reivich, K., & Linkins, M. (2009). Positive education: Positive psychology and classroom interventions. *Oxford review of education*, 35(3), 293-311. <https://doi.org/10.1080/03054980902934563>
- Sheldon, K.M., & King, L.A. (2001). Why positive psychology is necessary. *American Psychologist*, 56, 216-217. <https://doi.org/10.1037/0003-066X.56.3.216>
- Sin, N. L., & Lyubomirsky, S. (2009). Enhancing well-being and alleviating depressive symptoms with positive psychology interventions: A practice-

- friendly meta-analysis. *Journal of Clinical Psychology*, 65, 467–487.  
<https://doi.org/10.1002/jclp.20593>
- Snyder, C.R. (2002). Hope theory: Rainbows in the mind, *Psychological Inquiry*, 13 (4), 249-275. [https://doi.org/10.1207/S15327965PLI1304\\_01](https://doi.org/10.1207/S15327965PLI1304_01)
- Snyder, C. R., Irving, L., & Anderson, J. R. (1991). Hope and health: Measuring the will and the ways. In C. R. Snyder & D. R. Forsyth (Eds.), *Handbook of social and clinical psychology: The health perspective* (pp. 285–305). Elmsford, NY: Pergamon.
- Snyder, C. R., Shorey, H. S., Cheavens, J., Pulvers, K. M., Adams III, V. H., & Wiklund, C. (2002). Hope and academic success in college. *Journal of Educational Psychology*, 94(4), 820- 826. <https://doi.org/10.1037/0022-0663.94.4.820>
- Spielberger, C. D. (1983). *Manual for the state-trait anxiety inventory*. Palo Alto, California: Consulting Psychological Press.
- Swain, M. (2013). The inseparability of cognition and emotion in language learning. *Language Teaching*, 46,195–207. <https://doi.org/10.1017/S0261444811000486>
- Swain, M., Kinnear, P., & Steinman, L. (2011). *Sociocultural theory in second language education: An introduction through narratives*. Bristol: Multilingual Matters.
- Talebzadeh, N., Elahi Shirvan, M., & Khajavy, G. H. (2020). Dynamics and mechanisms of foreign language enjoyment contagion. *Innovation in Language Learning and Teaching*, 14(5), 399-420. <https://doi.org/10.1080/17501229.2019.1614184>
- Tallon, M. (2009). Foreign language anxiety and heritage students of Spanish: A quantitative study. *Foreign Language Annals*, 42(1), 112-137. <https://doi.org/10.1111/j.1944-9720.2009.01011.x>Citations
- Tarihoran, N., Syafuri, B., & Elbarusi, A. R. (2020, January). The role of positive psychology in English foreign language classroom. In *5th ASEAN Conference on Psychology, Counselling, and Humanities (ACPCH 2019)* (pp. 284-288). Atlantis Press.



- Thompson, A. S., & Khawaja, A. J. (2016). Foreign language anxiety in Turkey: The role of multilingualism. *Journal of Multilingual and Multicultural Development, 37*(2), 115-130. <https://doi.org/10.1080/01434632.2015.1031136>
- Ushioda, E. (2015). Context and complex dynamic systems theory. In Z. Dörnyei, A. Henry, & P. D. MacIntyre (Eds.), *Motivational dynamics in language learning*, (p.47-54). Bristol: Multilingual Matters.
- Uştuk, Ö., & Aydın, S. (2018). The effects of the use of paralinguistic cues on foreign language anxiety among English as a foreign language speakers. *Innovation in Language Learning and Teaching, 12*(3), 289-302.
- Uzun, K. (2017). Compulsory English courses in higher education: A source of angst or thrill?. *The Journal of Language Learning and Teaching, 7*(2), 1-20.
- Wagner, T. (2008). *The global achievement gap: Why even our best schools don't teach the new survival skills our children need — and what we can do about it*. New York, NY: Basic Books.
- Wagner, Z. M. (1999). Using student journals for course evaluation. *Assessment and Evaluation in Higher Education, 24*(3), 261-273. <https://doi.org/10.1080/0260293990240301>
- Waters, L. (2011). A review of school-based positive psychology interventions. *The Educational and Developmental Psychologist, 28*(2), 75-90. <https://doi.org/10.1375/aedp.28.2.75>
- Watson, D., Friend, R., (1969) Measurement of social-evaluative anxiety. *Journal of Consulting and Clinical Psychology, 33* (4), 448-457. <https://doi.org/10.1037/h0027806>
- Weber, M., & Ruch, W. (2012). The role of a good character in 12-year-old school children: Do character strengths matter in the classroom?. *Child Indicators Research, 5*(2), 317-334. <https://doi.org/10.1007/s12187-011-9128-0>
- Wei, H., Gao, K., & Wang, W. (2019). Understanding the relationship between grit and foreign language performance among middle school students: The roles of foreign language enjoyment and classroom environment. *Frontiers in psychology, 10*, 1058. <https://doi.org/10.3389/fpsyg.2019.01508>

- White, M.A., & Murray, A.S. (2015). Building a Positive Institution. In White, M.A., & Murray, A.S. (Eds.), *Evidence-based approaches in Positive education: Implementing a Strategic Framework for Well-being in Schools*, (p.1-22). New York: Springer
- Whiteside, M., Bould, E., Tsey, K., Venville, A., Cadet-James, Y., & Morris, M. E. (2017). Promoting twenty-first-century student competencies: A wellbeing approach. *Australian Social Work*, 70(3), 324-336. <https://doi.org/10.1080/0312407X.2016.1263351>
- Woodrow, L. (2006). Anxiety and speaking English as a second language. *RELC Journal*, 37(3), 308-328. <https://doi.org/10.1177/0033688206071315>
- Wu, K. H. (2010). The relationship between language learners' anxiety and learning strategy in the CLT classrooms. *International Education Studies*, 3(1), 174-191. <https://doi.org/10.5539/ies.v3n1p174>
- Xiangming, L., Liu, M., & Zhang, C. (2020). Technological impact on language anxiety dynamic. *Computers & Education*, 150, 103839. <https://doi.org/10.1016/j.compedu.2020.103839>
- Yang, N. D. (1999). The relationship between EFL learners' beliefs and learning strategy use. *System*, 27(4), 515-535. [https://doi.org/10.1016/S0346-251X\(99\)00048-2](https://doi.org/10.1016/S0346-251X(99)00048-2)
- Young, D. J. (1986). The relationship between anxiety and foreign language oral proficiency ratings. *Foreign Language Annals*, 19(5), 439-445. <https://doi.org/10.1111/j.1944-9720.1986.tb01032.x>
- Young, D. J. (1990). An Investigation of Students' Perspectives on Anxiety and Speaking. *Foreign Language Annals*, 23(6), 539–553. <https://doi.org/10.1111/j.1944-9720.1990.tb00424.x>
- Young, D. J. (1991). Creating a low-anxiety classroom environment: What does language anxiety research suggest?. *The modern language journal*, 75(4), 426-437. <https://doi.org/10.2307/329492>
- Yung, K. W. H., & Chiu, M. M. (2020). Factors affecting secondary students' enjoyment of English private tutoring: Student, family, teacher, and

tutoring. *The Asia-Pacific Education Researcher*, 29, 509–518.  
<https://doi.org/10.1007/s40299-020-00502-4>

Zhang, H., Dai, Y., & Wang, Y. (2020). Motivation and second foreign language proficiency: the mediating role of foreign language enjoyment. *Sustainability*, 12(4), 1302. <https://doi.org/10.3390/su12041302>

Zhang, L., & Tsung, L. (2020). Learning Chinese as a Second Language in China: Positive Emotions and Enjoyment. *System*, 102410.  
<https://doi.org/10.1016/j.system.2020.102410>

Zhang, R., & Zhong, J. (2012). The hindrance of doubt: Causes of language anxiety. *International journal of English linguistics*, 2(3), 27-33.  
<http://dx.doi.org/10.5539/ijel.v2n3p27>

Zhou, L., Xi, Y., & Lochman, K. (2020). The relationship between second language competence and willingness to communicate: The moderating effect of foreign language anxiety. *Journal of Multilingual and Multicultural Development*, 1-15. <https://doi.org/10.1080/01434632.2020.1801697>

## APPENDIX-A: Personal Information Form

Değerli Katılımcı,

Bu çalışma öğrencilerin yabancı dil öğrenme sürecinden ne kadar keyif aldıklarını ortaya çıkarmayı amaçlamaktadır. Maddeleri anlamanız ve size en uygun olan kutucuğu seçmeniz anketin geçerliliği ve güvenilirliği açısından önemlidir. Vereceğiniz cevaplar kesinlikle gizlilik ilkeleri içinde ele alınacaktır.

Katılımınız için çok teşekkür ederiz.

Tez Danışmanı

Dr. Öğr. Üye. İsmail Fırat Altay

Araştırmacı

Arş. Gör. Zekiye Özer

### KİŞİSEL BİLGİLER

**Cinsiyetiniz:** Erkek (.....) Kadın (.....)

**Yaşınız:** .....

**Sınıfınız:** .....

**İngilizce kursuna gittiniz mi:** Evet (.....) Hayır (.....)

**Yurtdışında bulundunuz mu:** Evet (.....) Hayır (.....)

**Ailenizde İngilizce bilen var mı?** Evet (.....) Hayır (.....)

**Aileniz İngilizce dersinizde size ne sıklıkla yardım ediyor:**

Hiçbir zaman (.....) Bazen (.....) Her zaman (.....)

## APPENDIX-B: Foreign Language Enjoyment Scale

	Very Unhappy	Unhappy	Neither happy nor unhappy	Happy	Very happy
1. How do you feel if you have more English lessons?					
2. How do you feel when you have English examinations?					
3. How do you feel when you attend English class?					
4. How do you feel while you are speaking English in the class?					
5. How you feel when your teacher calls you in your English classes?					
6. How do you feel when you are given a chance to speak in your English class?					
7. How do you feel when you see there are man rules to learn to speak English?					
8. How would you feel if you spoke to a native speaker of English?					
9. How do you feel while you are speaking English in front of your classmates?					
10. How do you feel when you have to speak without any preparation in English classes?					
11. How do you feel when you forget things you know in your English class?					
12. How do you feel when you make mistakes in English class?					
13. How do you feel if you fail in English classes?					
14. How do you feel when you don't understand what the teacher is correcting?					
15. How do you feel when you don't understand what the teacher is saying in English?					
16. How do you feel when the English teacher asks a question which you haven't prepared in advance?					
17. How do you feel if other students laugh at you while you are speaking English?					
18. How do you feel when you are well prepared for English class?					
19. How do you feel when you volunteer answers in English classes?					
20. How do you feel when you are well prepared for an English examination?					

## APPENDIX-C: Children's Foreign Language Anxiety Scale

	Very Unhappy	Unhappy	Neither happy nor unhappy	Happy	Very happy
1. How do you feel if you have more English lessons?					
2. How do you feel when you have English examinations?					
3. How do you feel when you attend English class?					
4. How do you feel while you are speaking English in the class?					
5. How you feel when your teacher calls you in your English classes?					
6. How do you feel when you are given a chance to speak in your English class?					
7. How do you feel when you see there are man rules to learn to speak English?					
8. How would you feel if you spoke to a native speaker of English?					
9. How do you feel while you are speaking English in front of your classmates?					
10. How do you feel when you have to speak without any preparation in English classes?					
11. How do you feel when you forget things you know in your English class?					
12. How do you feel when you make mistakes in English class?					
13. How do you feel if you fail in English classes?					
14. How do you feel when you don't understand what the teacher is correcting?					
15. How do you feel when you don't understand what the teacher is saying in English?					
16. How do you feel when the English teacher asks a question which you haven't prepared in advance?					
17. How do you feel if other students laugh at you while you are speaking English?					
18. How do you feel when you are well prepared for English class?					
19. How do you feel when you volunteer answers in English classes?					
20. How do you feel when you are well prepared for an English examination?					

## APPENDIX-D: Interview Questions

1. When did you start learning English?
2. Why do you want to learn English?
3. Are you happy while learning a foreign language? In what situations are you happy? / What are the situations that make you happy?
4. What are the things that make you willing / motivated to learn a foreign language?
5. Do you like your activities in the classroom? What kind of in-class activity do you like the most? (Group work, Self-study, Game)
6. Do you like homework given?
7. What are the factors that make you feel comfortable in the class? (Does your classroom environment affect your attitude towards the course positively or negatively?)
8. Do you think you are successful in your English class? In which language skill do you trust yourself more? (Speaking, Reading or Writing? Why?)
9. Do you make an effort to learn a foreign language? (Can you give an example of what you are doing?)
10. Are you afraid of making mistakes in your English class or how do you feel when you make mistakes? (Why?)
11. How do your teacher respond when you make a mistake in the English lesson? (Is it angry? Does it correct your mistake immediately? / How do you feel when your teacher corrects your mistakes?)
12. What excites you in your English class?
13. Does your family support your English learning?
14. What do you do to learn English outside of school? (Do you play in English; do you listen to English songs?)
15. What are your favorite things while learning English?
16. What are the things you do not like while learning English?
17. What would you like to do more in your English class? What would you like more?
18. What would you like less in your English class?

### APPENDIX-E: Reflective Journal Template

İngilizce dersinizde seni en çok heyecanlandıran olay neydi? Nasıl bir etkinlik yapıyordunuz? Neden kendini heyecanlı hissettin? Bu olayda öğretmenin sana karşı tavrı nasıldı? Bu olayda arkadaşlarının sana karşı tavrı nasıldı? Heyecanının geçmesi için ne yaptın?

---

---

---

---

---

---

---

İngilizce dersinizde en çok keyif aldığın olay neydi? Nasıl bir etkinlik yapıyordunuz? Neden kendini keyifli hissettin? Bu olayda öğretmenin sana karşı tavrı nasıldı? Bu olayda arkadaşlarının sana karşı tavrı nasıldı?

---

---

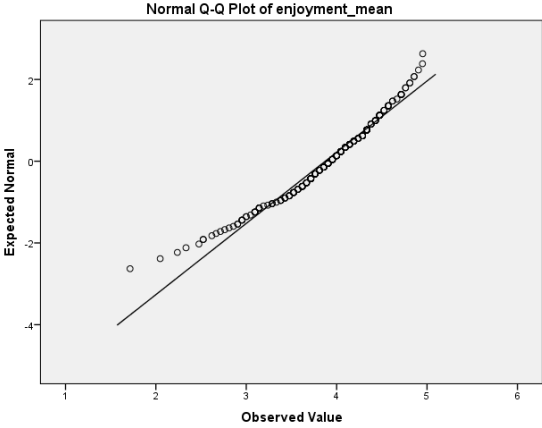
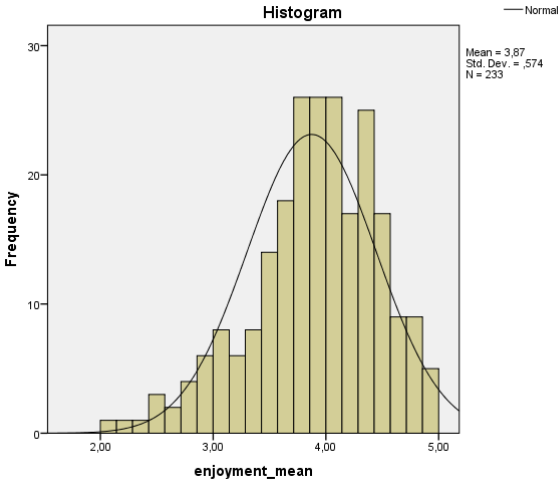
---

---

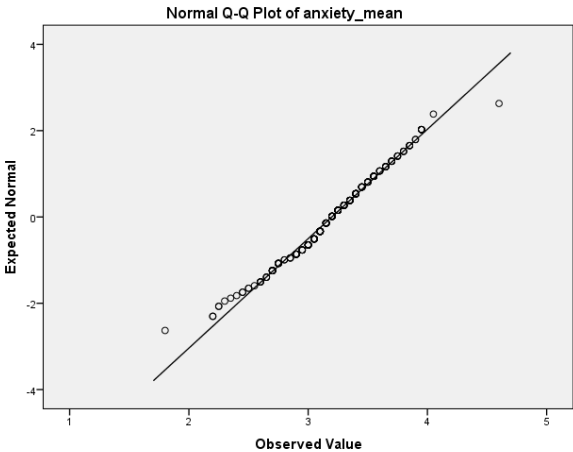
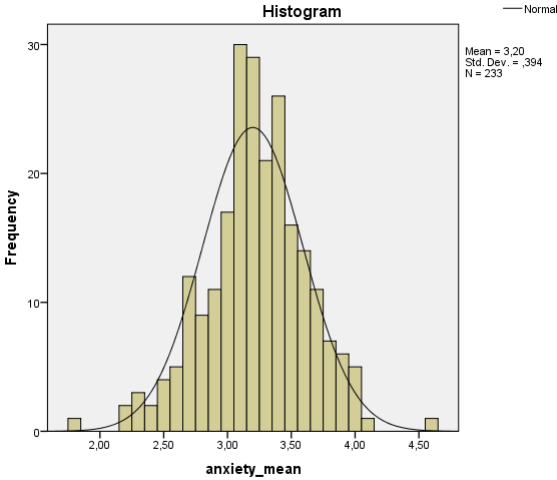


# APPENDIX-F: Normality Test Results

## Normality test results for FLE Scale



## Normality test results for FLA scale



## APPENDIX-G: Consent Form

Merhaba,

Bu çalışma, Dr. Öğr. Üyesi İsmail Fırat ALTAY danışmanlığında Zekiye ÖZER tarafından “Yabancı Dil Sınıflarında Kaygı, Keyif Alma Ve Başarı Arasındaki İlişkinin İncelenmesi” başlıklı doktora tezinin bir parçası olarak yürütülmektedir. Bu araştırma, öğrencilerin yabancı dil derslerinde ne derece kaygı duyduklarını ve bu derslerden ne derece keyif aldıklarını ortaya çıkarmayı amaçlamaktadır. Elde edilen sonuçlara göre öğrencilerin hissettikleri bu duyguların, onların başarılarını ne ölçüde etkilediğini incelenmesi hedeflenmektedir.

Bu çalışma için **Hacettepe Üniversitesi Etik Komisyonundan gerekli izin** alınmıştır. Katılımcılardan kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplarınız **tamimiyle gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir; elde edilecek bilgiler bilimsel yayımlarda kullanılacaktır.** Bu araştırmaya katılırsan senden anket sorularını cevaplamanı, kısa bir sözlü görüşmeye katılmanı ve İngilizce dersinde hissettiğin duyguları yansıtıcı günlüklere yazmanı isteyeceğiz. Görüşme sırasında veri kaybı olmasın diye ses kaydı yapmak istiyorum. Kayda alınan görüşmeler sadece bilimsel bir amaç için kullanılacak ve başka hiçbir amaçla kullanılmayacaktır. Senin isteğin doğrultusunda kayıtlar silinebilecek ya da sana teslim edilebilecektir. Adının araştırmada kullanılması gerekecekse, bunun yerine takma bir ad kullanılacaktır. **İstediyin zaman görüşmeyi kesebilir ya da çalışmadan ayrılabilirsin. Bu durumda yapılan kayıtlar ve görüşme verileri kullanılmayacaktır.**

Araştırma, **gönüllülük esasına** dayanmaktadır ve genel olarak **kişisel rahatsızlık verecek soruları içermemektedir.** Ancak, **katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz cevaplama işini yarıda bırakıp çıkmakta serbestsiniz.** Böyle bir durumda, çalışmayı uygulayan kişiye, çalışmayı tamamlamadığınızı söylemek yeterli olacaktır. Bu durum sana hiçbir sorumluluk getirmeyecektir. Çalışmaya katılmak istemezsen bizim ve öğretmenlerinin sana karşı davranışlarında bir değişiklik olmayacaktır.

Çalışma başlamadan önce sormak istediğiniz herhangi bir konu varsa sormak için lütfen tereddüt etmeyiniz. Çalışma sonunda, bu çalışmayla ilgili sorularınız da ayrıca cevaplanacaktır. Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak için Hacettepe Üniversitesi İngiliz Dili Eğitimi Bölümü öğretim üyelerinden Dr. Öğr. Üye. İsmail Fırat ALTAY (E-posta: [ifaltay@hacettepe.edu.tr](mailto:ifaltay@hacettepe.edu.tr)) ya da doktora öğrencisi Zekiye ÖZER (E-posta: [zekiyeozer19@gmail.com](mailto:zekiyeozer19@gmail.com)) ile iletişim kurabilirsiniz.

**Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman yarıda kesip çıkabileceğimi biliyorum. Verdiğim bilgilerin bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum.** (Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

**Tarih:**

**Katılımcı:**

Adı, soyadı:

Adres:

Tel:

İmza:

**Veli:**

Adı, soyadı:

Adres:

Tel:

İmza:

**Sorumlu Araştırmacı:**

Adı, soyadı: İsmail Fırat ALTAY

Adres: H.Ü. İngiliz Dili Eğitimi

Anabilimdalı Beytepe /ANKARA

**Araştırmacı:**

Adı, soyadı: Zekiye ÖZER

Adres: Niğde Ömer Halisdemir Üniversitesi

İngiliz Dili Eğitimi Anabilimdalı/NİĞDE

## APPENDIX-H: Ethics Committee Approval



T.C.  
HACETTEPE ÜNİVERSİTESİ  
Rektörlük



Sayı : 35853172-300  
Konu : Zekiye ÖZER (Etik Komisyon İzni)

### EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 15.06.2020 tarihli ve 51944218-300/00001116387 sayılı yazı.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı Doktora programı öğrencilerinden Zekiye ÖZER'in Dr. Öğr. Üyesi İsmail Fırat ALTAY danışmanlığında yürüttüğü "Yabancı Dil Sınıflarında Kaygı, Keyif Alma ve Başarı Arasındaki İlişkinin İncelenmesi" başlıklı tez çalışması Üniversitemiz Senatosu Etik Komisyonunun 23 Haziran 2020 tarihinde yapılmış olduğu toplantıda incelenmiş olup, etik açıdan uygun görülmüştür.

Bilgilerinizi ve gereğini saygılarımla rica ederim.

e-İmzalıdır  
Prof. Dr. Ahmet SERPER  
Rektör Yardımcısı

Evrika'nın elektronik İmza Kurumuna <https://belgeimzalamas.hacettepe.edu.tr> adresinden 66462854-7866-4203-9420-041984629735 kodlu Elektronik İmza ile onaylanmıştır. Bu belge 5070 sayılı Elektronik İmza Kanunu'na uygun olarak Güvenli Elektronik İmza ile imzalanmıştır.

Hacettepe Üniversitesi Rektörlük 06100 Sıhhiye-Ankara  
Telefon:0 (312) 305 3001-3002 Faks:0 (312) 311 9992 E-posta: yazind@hacettepe.edu.tr İnternet  
Adresi: www.hacettepe.edu.tr

Sivida TOP\*\*



## APPENDIX-I: Ethical Approval Obtained from MoNE



T.C.  
SALİHLİ KAYMAKAMLIĞI  
İlçe Milli Eğitim Müdürlüğü

Sayı : 99854834-605.01-E.13749704  
Konu : Araştırma İzni

29.09.2020

### MİLLİ EGEMENLİK ORTAOKULU MÜDÜRLÜĞÜNE

İlgi : Manisa Milli Eğitim Müdürlüğünün 29/09/2020 tarih ve 13698250 sayılı yazısı

İlgi yazı ile, Hacettepe Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Ana Bilim Dalı İngiliz Dili ve Eğitimi doktora programı öğrencisi Zekiye ÖZER'e ait "Yabancı Dil Sınıflarında Kaygı, Keyif Alma ve Başarı Arasındaki İlişkinin İncelenmesi" konulu tez çalışması için Okulunuz Ortaokulu 5. sınıf öğrencilerine yönelik bir araştırma yapmak istediği Müdürlüğümüze bildirilmiştir.

Söz konusu çalışmanın 2020 - 2021 eğitim öğretim yılında yüz yüze eğitime ara verilmesi göz önüne alınarak örgün eğitimin tam olarak başlamasıyla birlikte ilgili müdürlüğün izni ile, denetimi İlçe Milli Eğitim Müdürlüğü ve Okul/kurum idaresinde olmak üzere, kurum faaliyetlerini aksatmadan, yazımız ekinde bulunan onaylı formların kullanılması koşuluyla, gönüllülük esasına dayalı olarak, onaylı bir örneği Müdürlüğümüzde muhafaza edilen ve uygulama sırasında mühürlü ve imzalı örnekten çoğaltılan veri toplama araçlarının uygulanması hususunda;

Gereğini rica ederim.

Cemal ŞENGÜL  
İlçe Milli Eğitim Müdür a.  
Şube Müdürü

Ek:  
1-Yazı (2 Adet)  
2-Ölçekler (1 Adet)

---