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"Learner emotions in the EFL classroom:
A study on links between secondary-level learners' foreign language enjoyment, foreign language classroom anxiety, boredom, engagement, and flow"

verfasst von / submitted by

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List of abbreviations

AHS……...….Allgemeinbildende Höhere Schule [academic secondary school]

APA…….…..American Psychological Association

BPELC…….……Boredom in Practical English Language Classes Questionnaire

CALL…….Computer-Assisted Language Learning

CMC……...……Computer Mediated Communication

CVT…….……..Control-Value Theory

DFS……..….Dispositional Flow Scale

DGBL……...Digital Game-Based Learning

DGBVL…….Digital Game-Based Vocabulary Learning

DSM...…….Diagnostic and Statistical Manual

EFL……..English as a Foreign Language

EI……..Emotional Intelligence

ESM……..……Experience Sampling Method

FL……..……..Foreign Language

FLA……Foreign Language Anxiety

FLCA…….……..Foreign Language Classroom Anxiety

FLCAS……Foreign Language Classroom Anxiety Scale

FLE……Foreign Language Enjoyment

FLES……Foreign Language Enjoyment Scale

FLLBS…….Foreign Language Learning Boredom Scale

FQ…….Flow Questionnaire

FSS…….Flow State Scale

ID……..……Individual Differences

LL…….….Language Learning

LOTE……...Languages Other Than English

PP…….……Positive Psychology

Q-Q…….…….Quantile-Quantile

SCEQ……...Student Course Engagement Questionnaire

SDT…….…..Self-Determination Theory

S-FLES……..…..Short Form of the Foreign Language Enjoyment Scale

SLA…….…….Second Language Acquisition

TEI……...Trait Emotional Intelligence
TSR……...Teacher-Student Relationship
VIA……Values in Action
WTC…….…....Willingness To Communicate

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1 Introduction

What makes learning a new language in the classroom successful and how can teachers support their students by creating an atmosphere that facilitates their learning processes? To start with, language learning (LL) is never a linear process and whether one is a successful language learner or not is influenced by numerous factors, such as motivation (see, e.g., Dörnyei 1998), attitude (see, e.g., Aronson 1973), age (see, e.g., Pfenninger & Singleton 2017), and intelligence (see, e.g., Genesee 1976; Pishghadam & Khajavy 2013). One additional aspect that has by far received less attention is the role emotions play in the process of language learning. In spite of the prominent role of play in people's everyday lives, Dörnyei and Ryan (2015: 9) argue that both applied linguistics and psychology seem to have neglected them. Although affective variables were initially ignored, some researchers repeatedly emphasised the significance of affective variables in foreign language learning (see, e.g., Krashen 1984; Prior 2019).

The concept of Positive Psychology (PP) allowed exploring new research avenues in the context of Second Language Acquisition (SLA) to gain a deeper understanding of (un-)successful foreign language learning. As opposed to merely focusing on pathological conditions and negative emotions, Positive Psychology has shifted attention to the need to research positive emotions in addition to the more widely studied negative ones (Seligman & Csíkszentmihályi 2000: 5). Its focus is on topics such as optimism, resilience, mindfulness, happiness, and emotional wellbeing (MacIntyre & Mercer 2014: 155). The importance of these topics in SLA becomes evident when applying a holistic approach to language learning that includes the human, practical, and social dimensions (MacIntyre & Mercer 2014: 156). As it is argued that building resources can be easier if they are associated with positive emotions, this could relate to language learning by providing students with better opportunities to immerse themselves in the foreign language (FL) (MacIntyre & Gregersen 2012: 193). However, researchers have mostly studied negative emotions so far (see, e.g., Lu & Liu 2011). In this context, the role of Foreign Language Classroom Anxiety (FLCA) in foreign language learning trajectories has been most widely studied. Horwitz (2010: 154) explains that "[t]he concept of anxiety is itself multi-faceted, and psychologists have differentiated a number of types of anxiety". Generally speaking, FLCA refers to the fear and negative reactions associated with "learning or using a second language" (MacIntyre 1999: 27).

According to MacIntyre and Gardner (1991a: 96), FLCA plays a crucial role in determining whether a student will learn a language successfully or not.

Recently, SLA researchers have noticed the need to broaden the spectrum of the types of emotions and emotion-related constructs examined in the context of foreign language learning. Among other aspects, positive emotions such as enjoyment, but also emotion-related constructs such as engagement and flow, as well as negative emotions other than anxiety (e.g., boredom) have consequently received increased attention. Boredom is a well-researched multidimensional concept that can be defined as an emotion "which irrevocably evokes negative connotations referring to an inner sense of emptiness, apathy and lack of purpose" (Zawodniak, Kruk & Chumas 2017: 426). So far, it has only received little attention in the field of applied linguistics though. Overall, studies have shown that boredom has various negative effects on language learning and one's achievements by "negatively affecting individual behavio[u]r, engagement, cognition, interest, curiosity, motivation, learning strategies, performance, and outcomes" (Li, Dewaele & Hu 2023: 224). What remains unclear is the connection of boredom to flow and engagement. A correlational analysis carried out in the thesis will try to shed light on this question.

Since Dewaele and MacIntyre's (2014, 2016) seminal work on foreign language enjoyment (FLE), there has been an increased interest in researching the role of positive emotions in foreign language learning, too, which provides a more accurate picture of the multifaceted nature of emotions involved in language learning (MacIntyre & Mercer 2014: 155). Enjoyment has been shown to be highly relevant in the foreign language classroom and its impact on language learning can be directly observed. For example, FLE is said to enhance task fulfilment, improve the students' attention duration and their willingness to work on a given assignment (Dewaele & MacIntyre 2014: 242).

In addition to researching the role that positive and negative learner emotions as such play in the foreign language class, exploring the role of other emotion-related constructs, such as engagement, is of considerable importance in this context, too. In fact, many positive outcomes are associated with high learner engagement in education, such as better mental well-being, academic persistence, and higher educational aims (Juvonen, Espinoza & Knifsend 2012: 390). Trying to find an academic definition of the concept of engagement, Svalberg (2017: 247) illustrates that "[i]n the context of language learning and use, [e]ngagement with

[l]anguage is a cognitive, affective, and/or social process in which the learner is the agent and language is the object". So far, studies have primarily focused on the quantity, quality, and form of learners' discourse engagement and participation (Hiver et al. 2021: 6).

In order to be able to provide an in-depth understanding of engagement and its links to positive and negative learner emotions in the English as a Foreign Language (EFL) classroom, the concept of flow will be investigated in the present thesis, too. As defined by Csíkszentmihályi (1990: 5), flow is a state of being fully engaged with what one is doing at the moment. A key characteristic is the neglection of temporal concerns, meaning that the assignment's fulfilment is being prioritised over, e.g., the need for food and/or keeping track of time. It is well established that flow plays an important role in psychology, but it has not been examined as extensively in language learning contexts (for exceptions, see, e.g., Dewaele & MacIntyre 2022a; Dewaele & MacIntyre 2022b). Dewaele and MacIntyre (2022b) investigated the influence of FLE and FLCA on the development of flow. They found that the proportion of time spent in a state of flow was significantly influenced by FLE, but not as much by FLCA. Thus, it would be interesting to see if these results can be replicated in a more refined sample of secondary-level EFL learners from a specific setting.

Considering these developments, the thesis at hand investigates the application of the concept of Positive Psychology in a linguistic context while focusing on the role of enjoyment, anxiety, boredom, engagement, and flow in the EFL classroom. Its main aim is to identify links between these variables which are crucial to (un-)successful foreign language learning. Therefore, data has been collected from students at secondary level using a web survey.

Thus, the present paper is divided into four main parts: The literature review being the first chapter provides an overview of central concepts and will additionally serve as the theoretical base of the conducted web-based survey study. In this theoretical part, the concepts of Positive Psychology, Foreign Language Anxiety, Foreign Language Enjoyment, boredom, engagement and flow will be defined. Further, previous research in the field will be discussed in order to gain a comprehensive understanding of the current state of knowledge on the chosen topic, thereby also identifying gaps in the literature needed for the development of new research questions. Next, the study's design is being presented, i.e., the research questions are mentioned and the participants, the instruments and the procedure of data collection are discussed. The subsequent chapter then presents the findings of the quantitative

and qualitative analyses. Afterwards, the results are discussed and the research questions are being answered. Moreover, an outlook on the future concerning possible follow-up studies will be given. Finally, the conclusion sums up the study's main findings and insights.

2 Literature review

2.1 Positive Psychology in the foreign language classroom

2.1.1 Development of Positive Psychology

Hermann Ebbinghaus characterised psychology as having "a long past, but only a short history" (1908: 3). The essence of this quote can indeed be transferred to the development of Positive Psychology. Generally, the starting point of the empirical studies of PP can only be seen after the Second World War. However, it also needs to be mentioned that the origins of Positive Psychology can actually be traced back to Aristotle's philosophical writings on happiness, meaning and virtue (Blickhan 2015: 18) and to "William James's writings on what he termed 'healthy mindedness' in 1902 [as well as] to Allport's interest in positive human characteristics in 1958" (Gable & Haidt 2005: 104). Even Abraham Maslow played a central role in the development of PP, as he postulated essential basic principles of positive human development and helped to develop the name Positive Psychology itself (Blickhan 2015: 22).

As mentioned above, the modern idea of Positive Psychology as the "empirical study of how people thrive and flourish" or as the "study of the ordinary human strengths and virtues that make life good" (MacIntyre & Mercer 2014: 154) was born relatively late, namely after 1945. In addition to the broad research of general psychology being carried out at that time – for example in the areas of perception, thinking and learning – clinical psychological research concentrated primarily on the recognition and treatment of mental disorders for practical and social reasons (Blickhan 2015: 17). By increasingly considering psychology as part of the health professions, the field of psychology adopted the content of the medical model of disease. Martin Seligman (2005: 4) characterised this as "victimology", meaning that the focus was on the "repair" of the patient, or of their "damaged habits, damaged drives, damaged childhood and damaged brains". As can be easily noticed, this research approach is rather negatively oriented, which is why the influential psychology professors Martin Seligman and Ed Diener called for a reorientation of research and application in psychology before the turn of the millennium (see Diener 2000; Seligman 1991).

In 1998, Martin Seligman took over the presidency of the American Psychological Association (APA) and declared a ground-breaking goal for his term of office, namely to start exploring positive emotions and positive community (Lichtinger 2022: 1). It needs to be said that by expanding the research focus on positive qualities, Seligman did never intend to imply the existence of a negative psychology. Instead, the goal simply was to understand PP as an essential addition to traditional psychology (Peterson 2006: 16). As a matter of fact, Positive Psychology produces a large amount of neutral academic work that neither emphasises well-being nor distress (Gable & Haidt 2005: 104).

2.1.2 Definition of key terminology

2.1.2.1 Positive Psychology

To put it simply, Positive Psychology is the "scientific study of positive experiences and positive individual traits, and the institutions that facilitate their development" (Duckworth, Steen & Seligman 2005: 629). It raises the question what makes life worth living and investigates the factors and processes that contribute to the flourishing and/or optimal functioning of individuals, groups, and organisations (Gable & Haidt 2005: 104). This means that the focus is being shifted from the negatives in life to its positives. The goal of PP is to add positive emotions to the understanding of mental illnesses and dysfunctions in order to provide a comprehensive approach to mental health (Norrish & Vella-Brodrick 2009: 297). Positive Psychology interventions do not only promote well-being and happiness, but they also expand personal resources: By helping people to use their own strengths, they contribute to professional success and private happiness (Blickhan 2015: 19). Since the first beginnings of PP, various influential models and constructs have been developed. Two of them will be discussed in the following, namely the broaden-and-build-theory by Fredrickson (1998) and Seligman's PERMA model (2011). Both models represent important advances in the field of PP, and they offer useful frameworks for understanding and promoting human well-being. Further, they have been influential in promoting a more positive, strengths-based approach to psychology, thereby emphasising the importance of focusing on individuals' strengths rather than simply addressing their weaknesses and problems.

2.1.2.2 Broaden-and-build-theory

A central model in the field of PP is the broaden-and-build-theory of positive emotions that was formulated by Fredrickson (1998). Her goal was to develop a theory that could describe the impact positive emotions have on psychological well-being (Fredrickson 2001: 219). As can be easily detected, the theory consists of two hypotheses, namely the broaden hypothesis and the build hypothesis. To sum up, various positive emotions that are clearly phenomenologically distinguishable share the ability to 1) "broaden people's momentary thought-action repertoires" and 2) strengthen and build their individual assets and resources, not only physically but also socially and psychologically (Fredrickson 2001: 219). To be more precise, the broaden component refers to the fact that positive emotions broaden an individual's awareness and improve their attentional focus (Fredrickson & Cohn 2008: 784). An increase in creative thinking and considering multiple possibilities – e.g., becoming more open to exploring new opportunities and more prone to risk-taking, leading to new experiences in language learning and, eventually, to personal growth – results from said broadening effect; this, in turn, allows individuals to build physical, psychological, and cognitive resources that they can use in the future (Fredrickson & Cohn 2008: 784). The build component of the theory means that the resources built through the broadening effect have effects of long-lasting nature on people's psychological and physical well-being (Fredrickson & Cohn 2008: 786). As an example, individuals who experience positive emotions are more likely to develop strong social relationships, which can provide them with support and resources when they need them. By acquiring resources that are durable, "people transform themselves - becoming more creative, knowledgeable, resilient, socially integrated, and healthy individuals" (Fredrickson & Cohn 2008: 783). Figure 1 visualises the broaden-and-build-theory and graphically displays the three consecutive effects of broadening, building, and transforming.

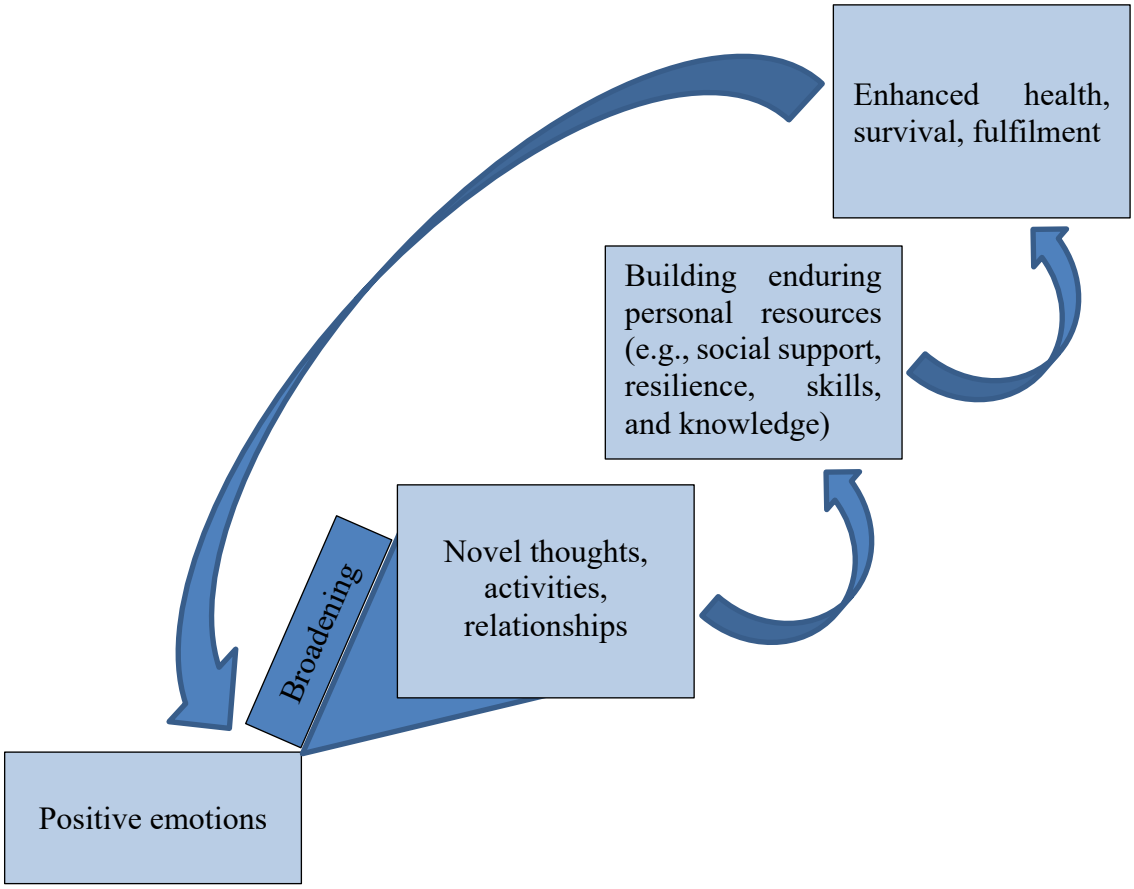

Figure 1. The broaden-and-build theory (adapted from Fredrickson & Cohn 2008: 783)

To sum up, Figure 1 shows that positive emotions serve an adaptive function. "Broadening builds enduring personal resources" (Fredrickson & Cohn 2008: 782) such as social support, resilience, skills, and knowledge. In turn, psychological and physical well-being are being promoted.

2.1.2.3 Well-being and PERMA

Within the theoretical framework of PP, Seligman (2011: 16-25) proposed another model that combines five elements of well-being, namely Positive Emotions (P), Engagement (E), Relationships (R), Meaning (M) and Accomplishment (A); as its name implies, PERMA is an acronym of the initial letters.

Each building block can be measured independently of one another. According to this model,

> positive emotions refer to hedonic feelings of happiness (e.g., feeling joyful, content, and cheerful). Engagement refers to psychological connection to activities or organi[s]ations (e.g., feeling absorbed, interested, and engaged in life). Positive relationships include feeling socially integrated, cared about and supported by others, and satisfied with one's social connections. Meaning refers to believing that one's life is valuable and feeling connected to something greater than oneself. Accomplishment involves making progress toward goals, feeling capable to do daily activities, and having a sense of achievement. (Kern et al. 2014: 263)

As reported by this concept, PERMA is what makes individuals happiest (i.e., flourishing) (Van Zyl & Stander 2019: 438). Figure 2 illustrates this connection.

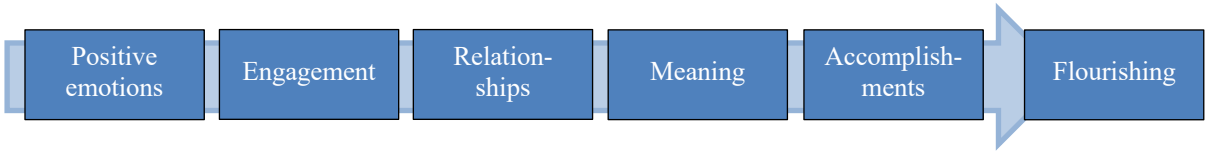

Figure 2. The PERMA model of flourishing

Trying to connect the PERMA model with the broaden-and-build-theory, the question arises what roles positive emotions play in allowing people to flourish. The answer seems simple: Not only is the presence of positive emotions a sign of flourishing, but rather is the flourishing process itself caused by positive emotions (Fredrickson 2001: 218).

2.1.3 Application to the FL classroom

PP can be applied to language learning for many different reasons, including strengthening cognitive and mental abilities and creating an environment that is supportive and nurturing (MacIntyre & Mercer 2014: 165; Ahmadi-Azad, Asadollahfam & Zoghi 2020: 2). As mentioned above, Positive Psychology itself is a relatively new field of psychology and its adaption to SLA is even more recent. It was Lake (2013: 230) who first conducted a study with students from Japan to illustrate the correlation between measures that are PP-inspired with self-efficacy, effort, and the results of a standardised English test (MacIntyre & Mercer 2014: 158). This is why he can be considered as a pioneer in the application of Positive Psychology to the linguistic context. Still, it is quite surprising that Positive Psychology has arrived rather late in SLA as its central topics "fit like a glove within the zeitgeist of modern language pedagogy with its dual emphasis on successful communication among people along with the development of the language learner as a person" (MacIntyre 2016: 1). Especially in light of

language learning's practical, human, and social dimensions, the topics' relevance becomes evident (MacIntyre & Mercer 2014: 156).

There are various contributions PP has made to SLA, one of them being the aforementioned shift from negative to positive emotions that has found its way into the classroom; in other words, the long-lasting impact of positive emotions on e.g., student performance and motivation has finally been recognised (MacIntyre 2016: 6). Another aspect that needs to be drawn attention to refers to the development of the VIA (= Values In Action) inventory of strengths which can be considered as the pendant to the Diagnostic and Statistical Manual (DSM) published by the American Psychiatric Association (MacIntyre 2016: 7). The DSM is a globally recognised and established classification system for mental disorders that provides detailed descriptions as well as information on instruments and models under development (for more information, see Falkei & Wittchen 2018). MacIntyre (2016: 7) explains the relation of the DSM and the VIA inventory of character strengths the following way: "If the DSM captures what goes wrong, the VIA inventory captures what goes right in personal development." Figure 3 shows the classification of the VIA inventory, namely 24 character strengths that can be subsumed into six broader areas.

VIA inventory of strengths

Wisdom and knowledge: Cognitive strengths that entail the acquisition and use of knowledge
(1) Creativity: thinking of novel and productive ways to do things
(2) Curiosity: taking an interest in all of ongoing experience
(3) Open-mindedness: thinking things through and examining them from all sides
(4) Love of learning: mastering new skills, topics, and bodies of knowledge
(5) Perspective: being able to provide wise counsel to others

Courage: Emotional strengths that involve the exercise of will to accomplish goals in the face of opposition, external or internal
(6) Bravery: not shrinking from threat, challenge, difficulty, or pain
(7) Perseverance: finishing what one starts
(8) Honesty: speaking the truth and presenting oneself in a genuine way
(9) Zest: approaching life with excitement and energy

Humanity: Interpersonal strengths that involve "tending and befriending" others
(10) Love: valuing close relations with others
(11) Kindness: doing favo[u]rs and good deeds for others
(12) Social intelligence: being aware of the motives and feelings of self and others

Justice: Civic strengths that underlie healthy community life
(13) Teamwork: working well as member of a group or team
(14) Fairness: treating all people the same according to notions of fairness and justice
(15) Leadership: organi[s]ing group activities and seeing that they happen

Temperance: Strengths that protect against excess
(16) Forgiveness: forgiving those who have done wrong
(17) Modesty: letting one's accomplishments speak for themselves
(18) Prudence: being careful about one's choices; not saying or doing things that might later be regretted
(19) Self-regulation: regulating what one feels and does

Transcendence: Strengths that forge connections to the larger universe and provide meaning
(20) Appreciation of beauty and excellence [short: beauty]: noticing and appreciating beauty, excellence, and/or skilled performance in all domains of life
(21) Gratitude: being aware of and thankful for the good things that happen
(22) Hope: expecting the best and working to achieve it
(23) Humo[u]r: liking to laugh and joke; bringing smiles to other people
(24) Religiousness: having coherent beliefs about the higher purpose and meaning of life

Figure 3. VIA inventory of strengths (taken from MacIntyre & Mercer 2014: 156-157)

The VIA inventory of strengths can be useful in the context of language learning as it helps students to identify their core strengths (and weaknesses), thereby allowing them to focus on their areas of proficiency when learning a new language and making it possible for them to develop study strategies that are tailored to their individual learning styles. In this way, the VIA inventory can lead to more effective and enjoyable language learning experiences.

In the field of language education, there is now widespread recognition of the importance of improving the language learning experience of individual learners. It is a central element of present SLA models to study both affect and cognition simultaneously, thus incorporating a holistic approach (MacIntyre & Mercer 2014: 158). Figure 3 underlines the significance of dealing with individual strengths and emotions in the classroom. This can, e.g., be done by enhancing the students' motivation, ensuring their continued effort to achieve their goals, and strengthening their resilience. In addition, evoking positive emotions – not only amongst students but also amongst students and teachers to ensure a productive classroom atmosphere – is essential for long-term LL (MacIntyre & Mercer 2014: 156). This shift towards "a psychology of well-being for language learners" (Oxford 2016: 19) is being reflected in the creation of the theoretical model EMPATHICS by Oxford (2016). This model can be considered as an expansion of PERMA which has already been discussed above (MacIntyre 2016: 9). Like PERMA, the acronym EMPATHICS is formed by nine initial letters that stand for psychological factors necessary for well-being and for progressing in language learning. According to Oxford (2016: 11), these are as follows:

E emotion and empathy (dimension 1);
M meaning and motivation (dimension 2);
P perseverance, including resilience, hope and optimism (dimension 3);
A agency and autonomy (dimension 4);
T time (dimension 5);
H hardiness and habits of mind (dimension 6);
I intelligences (dimension 7);
C character strengths (dimension 8);
S self factors (self-efficacy, self-concept, self-esteem, self-verification) (dimension 9).

As can be seen, the model can be considered as a comprehensive framework not only taking cognitive and linguistic factors into account, but also including social, emotional, and motivational factors. By incorporating these elements into language learning activities, learners can develop more effective and meaningful language skills. It is crucial to mention that the individual elements need not be understood as hierarchical, but rather as connected and influencing each other. Dörnyei (2009: 195-196) summarises the fact that the individual factors belong to a dynamic system "in the sense that high-level mental attributes and functions are determined by a complex set of interconnected components that continuously evolve over time". As the majority of the themes covered in EMPATHICS have not been addressed extensively in research, it gives new perspectives on theory, research, and language learning (Oxford 2016: 11). Focusing on the first dimension, namely emotions, it becomes clear that even though they are at the "heart of language learning and teaching" (Dewaele et al. 2019: 1), research has neglected this crucial element of LL for a long time.

2.2 Learner emotions in the foreign language classroom

Stevick (1980: 4) has been one of the first to have recognised the importance of emotions in the foreign language classroom; according to him, "[s]uccess [in language learning] depends less on materials, techniques and linguistic analyses and more on what goes on inside and between the people in the classroom". In order to shed more light on said importance of emotions, they will be discussed in detail in the following subchapters. Taking Fredrickson's (2001: 220) assumption that positive emotions have a long-lasting impact on individuals as a starting point, MacIntyre and Gregersen (2012: 193) investigated whether they can support the differentiation of positive and negative emotions suggested by Fredrickson. They came to the conclusion that indeed, "[p]ositive emotion has a different function from negative emotion; they are not opposite ends of the same spectrum" (MacIntyre & Gregersen 2012:

193). In order to be able to provide a fuller picture of emotions in the classroom, this thesis investigates positive as well as negative emotions.

2.2.1 Foreign Language Anxiety

2.2.1.1 Definition

According to Horwitz, Horwitz and Cope (1986: 125), "[m]any people claim to have a mental block against learning a foreign language, although these same people may be good learners in other situations, strongly motivated, and have a sincere liking for speakers of the target language." What then is it that makes successful language learning for some people seem like an unattainable goal? Individuals may experience anxiety when learning a foreign language, which hinders them from performing well. Not only does it affect one's psychological state, but also are physiological responses such as abnormal heart rhythms being evoked (Gregersen, MacIntyre & Meza 2014: 578).

In line with the general definition of anxiety, MacIntyre (1999: 27), who is one of the leading researchers in the field of Foreign Language Anxiety (FLA), aimed to create a universal definition of FLA. Despite his efforts to do so, FLA stays "one of the most elusive concepts among individual difference characteristics" (Şimşek & Dörnyei 2017: 51). MacIntyre (1999: 29) described FLA as "the worry and negative emotional reaction aroused when learning or using a second language". It is also possible to characterise FLA as a form of social angst since language learning is a communicative and social process (MacIntyre 1995: 91). Overall, there is consensus among researchers that foreign language anxiety is a fairly stable trait; this becomes clear when comparing different learning situations to each other (Horwitz 2010: 154).

Moving on to the development of FLA, MacIntyre and Gardner (1991b: 297) explained that "initially, anxiety is an undifferentiated, negative affective response to some experience in language class" and that as a result of the repetition of such negative responses "anxiety becomes reliably associated with the language class and differentiated from other contexts". At this point, it is crucial to underline the importance of the context and situation when it comes to evoking emotions related to FLA.

Various types of anxiety have been differentiated, such as "trait anxiety, state anxiety, achievement anxiety, and facilitative-debilitative anxiety" (Horwitz 2010: 154). According to Horwitz, Horwitz and Cope (1986: 128), FLA – or more precisely Foreign Language Classroom Anxiety (FLCA) – can be categorised as "state anxiety"; this means that the onset of an emotional state is dependent upon specific circumstances. Dewaele (2017: 70) renames this category to "situation-specific anxiety", thereby hinting at the fact that language learning episodes trigger an "emotional experience" (Şimşek & Dörnyei 2017: 52). Researchers have further suggested a differentiation of FLA into three components. These are "communication apprehension", "fear of negative social evaluation", and "test anxiety or apprehension over academic evaluation" (Zafar & Meenakshi 2012: 645). To be more precise, communication apprehension refers to the feeling of unease arising from individuals' perceptions that they are not capable of expressing more complex and/or advanced thoughts and ideas adequately (Zafar & Meenakshi 2012: 645). The fear of negative social evaluation arises when a learner feels the need to make a favourable impression on others and is concerned that their communication efforts may lead to negative evaluations or judgments from their peers or others in the social context (Zafar & Meenakshi 2012: 645).

Historically speaking, research into FLCA can be divided into three phases. The first one is the confounding phase in which Scovel (1978: 132) highlighted the heterogeneous and perplexing data of previous research regarding the relationship of anxiety and foreign language learning. Even though various measurements of anxiety were already available at the time, "what was not clear […] was that the measures of anxiety that were adapted from psychology for use in language studies had little to do with language itself" (MacIntyre 2017: 12). The central turning point in research on language anxiety was the introduction of a concrete conceptualisation of language anxiety in contrast to simply merging various types of anxiety together (MacIntyre 2017: 16). This marked the ending of the confounded phase, and the specialised approach began, in which research was finally able to flourish, e.g., studies on its sources and how it affects LL were conducted and research on learner factors was carried out (MacIntyre 2017: 14). Recently, a new category of language anxiety research has emerged by adopting a contextualised and dynamic perspective (MacIntyre 2017: 23). As anxiety is constantly interacting with numerous variables related to the context, to learners and to cognition, the dynamic approach foregrounds the necessity of situating anxiety within these factors that influence LL and development (MacIntyre 2017: 23).

After having used various measures of general anxiety (see, e.g., Chastain 1975; Kleinmann 1977) to measure Foreign Language Anxiety, the Foreign Language Classroom Anxiety Scale (FLCAS) consisting of 33 items was created by Horwitz, Horwitz and Cope (1986). Numerous psychometric tests regarding its reliability and validity have been carried out before it "has widely been accepted as a valid measure of the construct of FL learning anxiety" (Botes et al. 2022: 1006). In addition to being reliable, the scale also enables correlations with various anxiety measures (Pae 2013: 236). In his doctoral dissertation in 1992, MacIntyre created the first short version of the FLCAS that only consists of eight items. Still, up until 2014 when Dewaele and MacIntyre published their seminal paper, it was hardly ever used. Indeed, since then "numerous recent research publications have favoured the eight-item S-FLCAS over the longer, original 33-item measure" (Botes et al. 2022: 1007).

2.2.1.2 Previous research in the field

As mentioned above, the focus on pathological conditions in psychology has been reflected in primarily investigating negative emotions in language learning. Despite anxiety being studied intensively between 1985 and 2005 (see, e.g., Horwitz, Horwitz & Cope 1986; MacIntyre 1999), a literature review carried out by Şimşek and Dörnyei (2017: 51) revealed that the study of anxiety has made little progress between the years 2005 and 2013. Fortunately, this trend has again been reversed as anxiety now receives most attention when it comes to SLA research and can be considered as the affective variable being studied in the most detailed way (Dewaele 2017: 70).

Numerous studies have investigated the link between FLA and various learner variables, such as age and education. For example, Dewaele (2013a: 49) found that lower FLA scores in various languages are correlated with higher age and a higher level of education. Apart from learner-related factors, the participants' FLA scores increased with the number of languages they learned: This means that the scores were lowest for their first language (L1) and highest for their fifth language (L5) (Dewaele 2013a: 49). In addition, the linguistic family the individual languages could be assigned to had a considerable impact on FLA: Scores were lower when the language family of the foreign language was similar to the one the learners were already familiar with (Dewaele 2010: 106). Lastly, Dewaele and Ip (2013: 59)

found that higher levels of self-perceived proficiency were associated with a reduction in the students' FLCA.

Further, there is empirical evidence that FLA is correlated with variables of student performance as it has been linked to a learner's lower willingness to communicate (WTC) (Rastegar & Karami 2015: 2391). Contrary to expectations, studies have shown that high FLA scores do not lead to a reduction in the motivation to learn the foreign language (see, e.g., Djafri & Wimbarti 2018; Almurshed & Aljuaythin 2019). Moreover, research has been conducted on the link between FLCA and personality traits such as neuroticism (see, e.g., Dewaele 2013b) and perfectionism (see, e.g., Ghorbandordinejad & Nasab 2013). As an example, learners who have a perfectionist personality tend to experience higher levels of anxiety in the classroom (Dewaele 2017: 83) because they may worry more about making mistakes and might not be able to live up to their own standards. As far as neuroticism – one of the Big Five personality traits next to openness to experience, conscientiousness, extraversion and agreeableness – is concerned, findings from previous research have suggested it being a source of FLA (Dewaele 2013b: 680).

Research has shown that the origins of FLA are, in fact, highly diverse. Still, one factor stands out, namely dealing with mistakes (Gregersen 2003: 29). According to Dewaele and MacIntyre (2014: 239), correcting errors is "particularly prone to anxiety-arousal" as it is not only a necessary and highly important aspect in the FL class, but also often accompanied by hard feelings (Gregersen 2003: 31). Additional factors that have been researched in the context of originating FLA are dysfunctional relationships between teachers and students (Gregersen, MacIntyre & Meza 2014: 585) as well as concerns about one's presentation of oneself and how others perceive one's appearance and behaviour (Cohen & Norst 1989: 64). Lastly, "L2-related self-perceptions have been recognised as critical factors in the development of FLA" (Horváth & Nikolov 2007: 127). In fact, early studies have shown that the self-perception of one's competence in the foreign language and anxiety levels are correlated (see, e.g., Cheng, Horwitz & Schallert 1999; Clément, Dörnyei & Noels 1994; MacIntyre, Noels & Clément 1997). These findings are in line with the "cognitive self-evaluation theory of the causes of social anxieties" (Horváth & Nikolov 2007: 127), which states that not the lack of competence and skills, but rather one's beliefs in lacking them make people anxious. In the context of LL, this means that a learner might only think that they are an incompetent language user, leading to anxious feelings.

Taking a closer look at possible differences in FLCA scores regarding gender, Dewaele et al. (2016: 59) found that – even though the effects are small – girls are not only more afraid of making mistakes, but also are overall more self-conscious compared to boys.

Apart from gender-related variables, Dewaele and Dewaele (2017: 20) stressed the decisive role teachers play regarding the relationship of FLA and FLE in the secondary school environment. Research suggests that the students' feelings towards their educators are strongly linked to the development of FLE, but they do not predict FLA as much (see, e.g., Dewaele & Dewaele 2018; Dewaele & Dewaele 2020). These attitudes are influenced by various factors, such as the teaching methods employed in the classroom and the teacher's recognition of a student's efforts (Dewaele & MacIntyre 2014: 256).

Moving on, the individual student's standing in the FL classroom also impacts their FLCA: According to Dewaele et al. (2018: 686), learners tend to experience significantly more anxiety in class when the student's position within their group in the classroom is (far) below average.

Finally, the relationship between FLCA and the concept of Trait Emotional Intelligence (TEI) has been investigated by Resnik and Dewaele (2020a: 1). To start with, Emotional Intelligence (EI) was initially conceptualised by Petrides and Furnham (2000: 313) as measuring an individual's perception of their emotional capabilities via performance-based tests. In contrast, TEI "concerns emotion-related dispositions and self-perceptions measured via self-report" (2007: 273). The dissimilarities in ideas between the two concepts are evident in research results, which indicate minimal correlations between assessments of TEI and EI (see, e.g., O'Connor & Little 2003; Warwick & Nettelbeck 2004). Studies (see, e.g., Dewaele, Petrides & Furnham 2008) have reported that high levels of TEI are linked to students reporting significantly fewer anxiety, suggesting that the variable is highly relevant in the context of language learning. Resnik and Dewaele (2020a: 13) were able to confirm these findings and could also show that not only did the students display fewer negative emotions, but also did they show more positive ones.

Anxiety has been associated with impeding and/or preventing learning since the beginning of FLA research (see, e.g., Gardner 1985; Young 1991). The effect of the individual learner's potential reduction suggested by Arnold and Brown (1999: 2) has not only been discussed

in the field of psychology, but especially in education. The situation can be summed up as follows:

> When anxiety is present in the classroom, there is a down-spiral[l]ing effect. Anxiety makes us nervous and afraid and thus contributes to poor performance; this in turn creates more anxiety and even worse performance. The feelings of fear and nervousness are intimately connected to the cognitive side of anxiety, which is worry. Worry wastes energy that should be used for memory and processing on a type of thinking which in no way facilitates the task at hand. (Arnold & Brown 1999: 2)

Foreign Language Anxiety is amongst the most important determinants of success or failure in language learning (MacIntyre & Gardner 1991a: 96). It needs to be noted though that learning outcomes are affected by FLCA in conjunction with other affective variables, such as general test anxiety and being afraid of being evaluated as well as communication apprehension. Higher FLCA scores are more likely to occur when individuals 1) lack motivation to participate in classroom activities (Gardner, Tremblay & Masgoret 1997: 351), 2) display attitudes negatively related to learning (Clément, Dörnyei & Noels 1994: 438), or 3) have little confidence in their own worth or abilities in the LL process (Crookall & Oxford 1991: 141).

As touched upon above, the negative correlation between FLA and FL achievement has been the focus of a considerable amount of research. It was Horwitz (1986: 561) who investigated this connection early on and confirmed a significant negative correlation between the two variables; in her study, students with higher FLA scores tended to receive lower grades. Despite the majority of studies reporting an inhibiting effect of FLA on learning, some researchers have also hypothesised that FLA is not always harmful and that it can even facilitate the learning process (see, e.g., Hewitt & Stephenson 2011). Gass and Selinker (2008: 400) summarised that anxiety "has a curvilinear effect on performance: low levels help, whereas high levels hurt". In other words, this means that low FLCA scores can make learning easier, whilst high scores hinder it. Alpert and Haber's (1960: 207) differentiation between facilitating anxiety and debilitating anxiety could explain these results: the former "promotes the learning process by pushing learners to achieve settled goals" (Yang 2021: 276), whilst the latter "impairs the learning outcomes by frightening learners to give up the task" (Yang 2021: 276). The two-faced concept of anxiety has been tested in various studies, and some results show that indeed, facilitating anxiety serves as a promoting factor of learning and test performance (see, e.g., Mills, Pajares & Herron 2006; Young 1991;). According to Kleinmann (1977: 105), anxiety of facilitating nature leads to a higher risk tolerance and

to learners using grammar of higher complexity. However, it still needs to be mentioned that FLCA having a positive effect is a highly controversial topic. For example, MacIntyre (2017: 13) strictly rejects the view of anxiety positively impacting language learning.

Having dealt with the negative impact of FLA on achievement extensively, Foreign Language Anxiety's effect on one's ability to store and retrieve information needs to be discussed, too. Arnold and Brown (1999: 2) illustrated that "anxiety […] can wreak havoc with the neurological conditions in the prefrontal lobe of the brain, preventing memory from operating properly and thus greatly reducing learning capacity". Various symptoms of anxiety, such as nervousness and worrying, have further been linked to causing problems in the learning of vocabulary: Not only were the pieces of vocabulary learned more slowly, but also was its retrieval harder when students displayed high scores of FLCA (MacIntyre & Gardner 1994: 285). This, in turn, negatively impacted students' willingness and motivation to interact in the classroom and to take part in communication (MacIntyre & Serroul 2015: 131). Speaking of communication, anxiety has also been shown to influence speech during input, processing, and output (MacIntyre & Gardner 1994: 286).

2.2.1.3 Implications for the FL classroom

Finally, the question arises how students can become more confident in themselves when using a foreign language and how teachers can help reduce their anxiety. First of all, teachers should aim at creating a fruitful and pleasurable atmosphere where learning can take place (Kim 2009: 152). It is crucial to mention that not only teachers, but also students and the social setting itself have to be included in this process. While Kim (2009: 152) encourages teachers to "develop techniques to reduce anxiety and enhance utilitarian goals" without giving concrete suggestions on how to achieve this goal, Gregersen and MacIntyre (2014: 13) suggest specific activities in order to tackle FLA. For example, reflective practices that not only strengthen the unity of the group, but that also enhance the individual learners' attitudes and feelings towards the foreign language can be done in the classroom (Gregersen & MacIntyre 2014: 13). In addition to that, autogenic methods and visualisations can help students build positive emotions towards the FL (classroom) (Gregersen & MacIntyre 2014: 17). To be more precise, the purpose of utilising autogenic methods and visualisations is to help learners understand that expanding their range of behaviours can be advantageous in

various anxiety-inducing scenarios, especially in those that occur in the foreign language classroom. As an example, learners might be encouraged to use mental repetition of words as a means of reducing muscle tension and promoting relaxation (Gregersen & MacIntyre 2014: 16). One technique is to have them envision a calm environment whilst concentrating on controlled, slow breathing (Gregersen & MacIntyre 2014: 16). As a result, anxious students may experience physiological, cognitive, and social benefits, as their heart rate decreases and their brain function enhances (Gregersen & MacIntyre 2014: 17).

Finally, Ghorbandordinejad and Nasab (2013: 612) have compiled various tips that educators can easily apply to their classrooms in order to reduce anxiety levels. For example, teachers should encourage students that making mistakes is not only common, but even expected when learning a foreign language; further, teachers should rather strive for a symmetrical power relation in the classroom instead of positioning themselves as authoritarian figures (Ghorbandordinejad & Nasab 2013: 612). Lastly, students should be assured they will be offered any support necessary and subsequently also be provided with said assistance (Ghorbandordinejad & Nasab 2013: 612).

2.2.2 Foreign Language Enjoyment

2.2.2.1 Definition

While negative emotions have been studied rather extensively in SLA, positive ones have not been considered at all for a long time. Only with the advent of Positive Psychology and the pioneering work of Fredrickson's broaden-and-build-theory (1998), the importance of positive emotions has been recognised and there has been an increased interest in topics such as happiness, pleasure, joy, and hope. In general, FLE can be defined as "a broad positive emotion that is experienced by language learners when their psychological needs are met during challenging language-learning activities" (Botes, Dewaele & Greiff 2021: 858). Dewaele and MacIntyre (2016: 216) stress that enjoyment is more than simple pleasure as enjoyment is "a complex emotion, capturing interacting components of challenge and perceived ability that reflect the human drive for success in the face of a difficult task". According to Dewaele and MacIntyre (2014: 240), there is ample justification to suggest that a more in-depth examination of positive emotions will yield a fresh comprehension of the mechanisms at work. To put it simple: It is necessary to examine Foreign Language Enjoyment as

well as Foreign Language Anxiety in order to provide an accurate picture of emotional experiences related to foreign language learning.

Elaborating further on the connection between FLE and FLA, Dewaele and MacIntyre (2014: 265) showed a moderate negative correlation between the two and concluded, based on their research, that they are qualitatively different from each other, which in turn refutes the idea of a continuous spectrum with FLE on the one end and FLCA on the other. In line with these findings, the researchers oppose the comparison of FLA and FLE with a seesaw, "where one goes up and the other goes down, but rather they function somewhat independently" (Dewaele & MacIntyre 2016: 230). Drawing on these definitions, neither FLE nor FLCA require the other to exist as they are independent of one another and can occur together, separately, or not at all.

At this point, the relevance of the broaden-and-build-theory (Fredickson 1998) must be highlighted once more because the process of learning a new language takes on a positive effect when positive emotions such as enjoyment are present to enhance creativity, motivation to learn and ambition to succeed. According to Boudreau, MacIntyre and Dewaele (2018: 152), "[a]pplying this theory suggests that positive emotions broaden the perspective of an individual learner, facilitating engagement with the language, play, and exploration within unfamiliar settings." In other words, FLE can motivate learners to fully engage with linguistic worlds that they may not be familiar with and thereby serves as a facilitator of EFL learners (Ahmadi-Azad, Asadollahfam & Zoghi 2020: 2).

As a variety of aspects of EFL classes are enjoyed by learners, Li, Jiang and Dewaele (2018: 183) suggested a distinction of three main factors of FLE, namely FLE-private, FLE-teacher and FLE-atmosphere. The first factor includes the individual's success when it comes to their amelioration of foreign language skills and proficiency, getting high grades and receiving praise from the teacher; the second factor, FLE-teacher, emphasises the positive emotions resulting from the teacher's choice of teaching methods, their pedagogical approaches and practices as well as their ability to create a cheerful learning atmosphere; lastly, FLE-atmosphere refers to the classroom environment overall and emphasises the impact laughing can have on creating positive emotions as well as on building relationships (Ahmadi-Azad, Asadollahfam & Zoghi 2020: 2). Essentially, individual success, encouragement, and reassurance from teachers as well as friendly peer interactions positively mediate EFL.

In contrast to the proposed tripartite division by Li, Jiang and Dewaele (2018: 183), Dewaele and MacIntyre (2016: 223) have not considered the factor FLE-atmosphere as an independent one in their study. Even though they investigated the impact of the atmosphere on LL, they only explicitly mentioned the other two factors FLE-private and FLE-teacher. The present thesis, however, builds on the three-factor-categorisation by Botes, Dewaele and Greiff (2021: 867) as the labels "personal enjoyment", "social enjoyment" and "teacher appreciation" are being used.

Initially, as a tool for assessing FLE, the Foreign Language Enjoyment Scale (FLES) consisting of 21 items was introduced by Dewaele and MacIntyre (2014) "as a global measure of the enjoyment of language learning and as such is broad in scope" (Botes, Dewaele & Greiff 2021: 859). Since then, it has been used extensively, adapted, and translated (see, e.g., Jin & Zhang 2018). The original FLES-items were "developed on the basis of Ryan, Connell [and] Plant's (1990) interest-enjoyment scale and refer to the enjoyment of learning, the atmosphere in the classroom, peers, and the teacher" (Botes, Dewaele & Greiff 2021: 859). Despite the FLES being the most-used measure of enjoyment, the need for a shorter version emerged: Since enjoyment is often being studied in combination with other emotions (e.g., anxiety) or emotion-related concepts (e.g., engagement, flow), the resulting questionnaires tended to be (too) long (Botes, Dewaele & Greiff 2021: 859).

For this reason, Dewaele et al. (2018) shortened the scale for the first time, creating 10 items that only loaded on the two factors FLE-private and FLE-social. Due to a lack of validation studies testing the scale's psychometric qualities, the scale could be unreliable and inconsistent, resulting in the need for a revised version of the scale (Botes, Dewaele & Greiff 2021: 860). Finally, Botes, Dewaele and Greiff (2021: 858) developed the nine-item Short Form of the Foreign Language Enjoyment Scale (S-FLES) that "provides a valid and reliable short-form measure of FLE [and] can easily be included in any battery of assessments examining individual differences in FL learning". The underlying structure consists of three factors, namely personal enjoyment (FLE-private), teacher appreciation (FLE-teacher) and social enjoyment (FLE-atmosphere), each one being measured by three items (Botes, Dewaele & Greiff 2021: 869).

2.2.2.2 Previous research in the field

As far as achievement is concerned, research has shown that FLE has myriad positive effects on learning. For example, Ahmadi-Azad, Asadollahfam and Zoghi (2020: 1-2) commented on the multiple benefits the use of FLE has on learners: It not only creates a pleasant experience, but also enables them to utilise their positive abilities. Further, the students' understanding of EFL material can be improved, they can be assisted in overcoming the lasting impact of negative emotions, and individuals are encouraged to persevere through difficult circumstances (Ahmadi-Azad, Asadollahfam & Zoghi 2020: 2).

Research has investigated the impact of a number of variables on FLE. A study by Dewaele et al. (2016: 59), for instance, shed light on girls displaying higher FLE scores, meaning that they enjoyed the foreign language classes significantly more than boys. A research field that has arisen in this context refers to the question whether women display more emotions altogether than men. It needs to be highlighted that no definite answer can be given, as generalising the expression of emotions of an entire gender is simply not possible (Fischer & LaFrance 2015: 22). Still, some studies have suggested that women may be more likely to express emotions such as sadness or fear, whereas men may be more likely to express anger or aggression (see, e.g., Hess, Adams & Kleck 2000; Weber & Wiedig-Allison 2007). However, the findings are inconsistent and may be culture- and context-dependent. As feeling a high number of emotions is said to boost linguistic development (MacIntyre 2007: 573), some studies suggest that females develop and use foreign languages more easily than males. As an example, Eriksson et al. (2012: 326) found that women score higher in several aptitude categories than men – such as gestures used for communication, productive vocabulary, and the combination of words – but the advantage is small.

Moving on, further demographic and learner variables have been shown to be linked to FLE. Dewaele and MacIntyre (2014: 249) found that students experienced significantly more enjoyment when they were more proficient in the foreign language, had already studied a higher number of languages and had an overall higher level of education. Another interesting result this study yielded is that older students scored significantly higher on FLE (Dewaele & MacIntyre 2014: 249). Lastly, if students felt that their relative standing in the FL classroom was far above average, their FLE levels were significantly higher, too (Dewaele & MacIntyre 2014: 252).

Furthermore, if students displayed high scores of FLE, not only was their WTC higher (Khajavy, MacIntyre & Barabadi 2018: 620), but also could a general increase in the use of the foreign language be detected (Murphey 2009: 132). Referring to the categorisation of FLE into social, private, and teacher that was previously discussed, Dewaele and Dewaele (2018: 30) found that FLE private had the least effect on students' WTC in the FL class. Conversely, FLE social was a significant factor in predicting variance in WTC. Therefore, a positive classroom atmosphere plays a crucial role in enhancing learners' WTC (Dewaele & Dewaele 2018: 30).

Regarding the link between FLE and TEI, research is extremely scant. Li (2019: 258) was one of the first to investigate this relationship, discovering that students with higher TEI scores indicated that they enjoyed learning a language more and also performed better. In line with this, Resnik and Dewaele (2020a: 11) found that individuals who had high levels of TEI reported a greater degree of enjoyment in both German as L1 and EFL classes.

Another crucial factor that needs to be discussed refers to the teacher's role when it comes to the development and maintenance of FLE: Especially educators with a steady and mature personality, those who had a good sense of humour and those who were overall amiable, positive, fair, and respectful were valued by the pupils (Dewaele & MacIntyre 2014: 264). In line with this, the most influential factor that had a positive impact on FLE was the teacher's friendly attitude (Dewaele, Franco Magdalena & Saito 2019: 412). FLE, in contrast to FLCA, was generally found to be teacher-dependent (Dewaele & Dewaele 2020: 59), suggesting that "FLCA is more strongly linked to learner-internal variables, including personality traits such as emotional stability and social initiative, while FLE is more dependent on learner-external variables".

In addition to the variables influencing FLE mentioned above, the environment in the classroom itself can also make learning easier. Laughter is central to this discussion as it does not only strengthen the relationship between the students and their teacher, but it can also relieve tension in the classroom, thereby reducing negative emotions, e.g., when activities do not go according to plan (Dewaele & MacIntyre 2014: 264). Further, having a peer group to fall back on facilitates enjoyment. Regarding the ideal group size, Dewaele and MacIntyre (2014: 264) found that especially groups consisting of fewer people "are more conducive to closer social bonds, a positive informal atmosphere, and to more frequent use of the FL."

Drawing on these findings, having small peer groups seems to boost enjoyment and increase interaction in the foreign language.

Finally, Resnik and Schallmoser (2019: 541) have investigated the question whether enjoyment can be considered as a booster when it comes to successful language learning in e-Tandems outside the walls of the classroom. Their results suggest that by communicating with native speakers in an online format, tertiary-level students' enjoyment levels seem to have been enhanced (Resnik & Schallmoser 2019: 541).

2.2.2.3 Implications for the FL classroom

As the link between enjoyment and the individual's perception of their success appears to be a universal finding (Li, Jiang & Dewaele 2018: 194), it is not surprising that the importance of enjoyment in the foreign language classroom can hardly be overstated. Apart from having direct implications on task fulfilment, FLE enhances the students' attention by allowing them to fully focus on their tasks (Dewaele & MacIntyre 2014: 242).

The fact that students can directly report whether or not they enjoyed working on a specific task has been made use of in various studies, e.g., by asking pupils to report episodes they particularly enjoyed in the FLE classroom. By using open questions, Dewaele and MacIntyre (2014: 263-264) were able to determine that the type of classroom activities largely influences the development of FLE:

> The responses showed that specific positive events can shape the development of enjoyment in the FL. FL learners 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. Learners described not wanting to be treated like passive recipients of knowledge, but enjoyed being allowed to have a sense of autonomy and to use their imagination to make progress in the FL.

In short, active, hands-on activities which encourage the students to express themselves have been found to be motivating and empowering. These findings are backed up by Arnold (2011: 15) who stated that granting the students possibilities to choose from increased their motivation. In line with this, a meta-study conducted on the effects of choice on intrinsic motivation confirmed that "when individuals are allowed to affirm their sense of autonomy through choice they experience enhanced motivation, persistence, performance, and production" (Patall, Cooper & Robinson 2008: 298).

Apart from the suggested activities mentioned above, Fresacher (2014: 344) recommends introducing Positive Psychology activities into the language classroom not only to increase positive emotions in the classroom, but also to reduce anxiety. For example, she suggests encouraging pupils to write down three gratitudes on a daily basis, to create positivity portfolios and to practise meditation. Despite the fact that such exercises have immense potential, Fresacher (2014: 348) acknowledges that they cannot yield results unless the teachers possess the required expertise to implement them effectively.

2.2.3 Boredom

2.2.3.1 Definition

Compared to the research having been conducted on anxiety and enjoyment, it is noticeable that boredom has received considerably less attention than the other two (Li 2021: 317). Still, especially as a result of its prominent position in the control-value theory (CVT) which will be discussed later and because of its widespread use across numerous disciplines, studies have recently focused on boredom in L2 learning contexts (see, e.g., Li, Dewaele & Hu 2023; Pawlak et al. 2020; Zawodniak, Kruk & Pawlak 2023).

Across cultures, boredom is an experience that is common to daily life (Sundberg et al. 1991: 209). In spite of the fact that boredom is ubiquitous and has been investigated since ancient Greek times (Martin, Sadlo & Stew 2006: 194), creating a universal definition of boredom has turned out to be a challenging endeavour – partly due to the lack of understanding of why people feel bored and because of its multifacetedness (Bench & Lench 2013: 460). Nevertheless, Eastwood et al.'s (2012: 482) definition of boredom as "the aversive experience of wanting, but being unable, to engage in satisfying activity" has found widespread support. Especially for the context of SLA, Li, Dewaele and Hu (2023: 234) suggested a refined conceptualisation. According to them, boredom can be understood as "a negative emotion with an extremely low degree of activation/arousal that arises from ongoing activities [which are] typically over-challenging or under-challenging and/or of little significance, relevance, or meaning to the learners" (Li, Dewaele & Hu 2023: 234).

In addition, a number of factors have been identified as being associated with boredom, including arousal, attention, meaning of the current situation, and cognition (Bench & Lench 2013: 460). As an example, Zuckermann (1979: 32) recorded that boredom results when arousal potential is low for a longer period of time, e.g., as a result of sensory deprivation. This under-stimulation of the individual also becomes stressed in Todman's (2003: 147) definition of boredom, as he describes it as an "unpleasant state that is invariably accompanied by attributions of environmental sameness". In order to escape the feeling of boredom, it is argued that the creation of meaning is necessary (Van Tilburg & Igou 2012: 182).

Originally, Kruk and Zawodniak (2017) have developed the first instrument to measure boredom, namely the Boredom in Practical English Language Classes Questionnaire (BPELC). Because of various psychometric downfalls and weaknesses, Li, Dewaele and Hu (2023) created the improved and revised Foreign Language Learning Boredom Scale (FLLBS) consisting of 32 items loading on seven factors. As the scale shows strong psychometric properties, it serves as a reliable instrument. Creating a scale that can be used in numerous contexts and adapted to one's needs opened up new possibilities in the field of FL research.

As an attempt to provide a visual representation of the key aspects involved in boredom, Figure 4 displays the relationship between mental processes and experiential components.

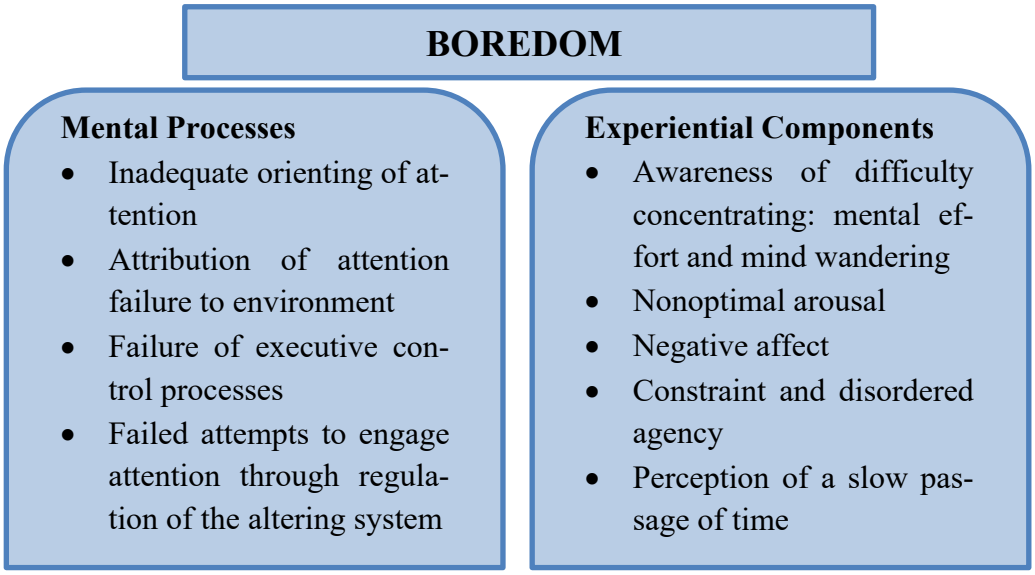

Figure 4. Schematic representation of the relation between mental processes and experiential components (adapted from Eastwood et al. 2012: 483)

In a nutshell, the illustration shows that the state of boredom can be defined in terms of the relationship between various mental processes as well as experiential components.

As briefly touched upon above, boredom plays a key role in the control-value-theory of achievement emotions. By discussing emotions, along with their causes and consequences in the context of education, CVT is a highly relevant concept in the realm of SLA (Dewaele & Li 2020: 39). Overall, achievement emotions are the result of achievement activities such as the actual process of learning and can also arise in response to achievement outcomes such as failure or success (Chen, Sun & Yang 2022: 2). They can be "classified by the three-dimension taxonomy of valence, activation, and objective focus" (Chen, Sun & Yang 2022: 2). Boredom, for example, has a negative valence in contrast to enjoyment having a positive one. In addition, boredom has a deactivating effect compared to interest having an activating one. Lastly, object focus "tells the differences between activity-related achievement and outcome-related achievement, such as boredom and anxiety" (Chen, Sun & Yang 2022: 2).

Basically, the CVT theory posits that for achievement emotions such as pride, enjoyment, anxiety, and boredom to occur, the combination of the following two appraisals is necessary: 1) "individuals' subjective control over learning- and performance-related activities and outcomes" (Goetz et al. 2023: 152) and 2) individuals' "subjective value of these activities and outcomes" (Goetz et al. 2023: 152). To be more precise, subjective control pertains to the individuals' beliefs about their ability to have an influence on achievement activities and/or on the achievement outcome – meaning failure or success. The importance of said failure or success is being determined by its value (Goetz et al. 2023: 152). Value itself is a two-faceted concept: The categorical facet comprises the evaluation of an activity's results as "desirable (positive value) or undesirable (negative value)" (Goetz et al. 2023: 152), whereas the dimensional facet refers to the importance the individual ascribes to a certain activity or achievement (low vs. high positive or negative value). Finally, the intensity of the individual emotion depends on the interaction of the two appraisals control and value; this means that the lower the two appraisals are, the weaker the resulting emotion is and vice versa (Goetz et al. 2023: 152).

According to CVT, the connection between control and boredom is curvilinear, meaning that boredom is more likely to occur when the level of controllability is low or high compared to it being moderate (Chen, Sun & Yang 2022: 3). However, these theoretical predictions could

not have been confirmed in empirical studies (see, e.g., Goetz & Hall 2014; Putwain et al. 2018) as research showed that "the relationship between boredom and the controllability of a learning task is not curvilinear but negative – boredom related more closely to difficult tasks" (Chen, Sun & Yang 2022: 3).

2.2.3.2 Previous research in the field

As previously mentioned, there is a dearth of research on the link between foreign language learning and boredom. Partly because of the widespread application of the CVT model and due to the conception of boredom as an achievement emotion, research has so far focused primarily on the effects it has on learning in general. In sum, studies show a rather clear and homogenous picture, indicating that boredom is negatively linked with learning and achievement of goals (see, e.g., Baudoin & Galand 2017; Camacho-Morles et al. 2021). It has been observed that academic boredom and various factors affecting learning overall, such as self-efficacy, self-regulation and grades, are negatively correlated (see, e.g., Daniels et al. 2008; Daniels et al. 2009; Tze et al. 2013).

Only recently, the importance of focusing on the L2 sector has been recognised, with the majority of these studies having been conducted by Polish scientists amongst tertiary-level students and English majors (Li 2021: 321). For example, Kruk (2016a: 25) explored whether anxiety, boredom and motivation levels fluctuated over the course of one semester. He observed that – in contrast to anxiety levels being stable over time – boredom levels varied considerably (Kruk 2016a: 32). Moreover, "some of the changes in the levels of motivation and boredom turned out to be statistically significant" (Kruk 2016a: 35), hinting at the fact that these two constructs might be connected. Interestingly, boredom levels were also not found to be consistent in a study by Kruk and Zawodniak (2017: 126), but even displayed a growing tendency over the course of time. They revealed that second- and third-year students displayed higher levels of boredom compared to first-year students (Kruk & Zawodniak 2017: 126). This trend also held true even within the passing of one semester, meaning that boredom levels were lower at the beginning of the term than at the end of it (Kruk & Zawodniak 2020: 432). Within an individual lesson, no clear tendency could be observed, as boredom levels sometimes remained rather stable, whilst levels would also be fast-changing at other times (Kruk 2016b: 259). According to Kruk and Pawlak (2022: 21),

"[t]he fluctuations in the experience of this aversive emotion were ascribed to such factors as, for example, the topics discussed, grammar exercises, the experience of being over-challenged and/or under-challenged, and the participants' overall susceptibility to boredom". Said antecedents of boredom have also been reported by Kruk and Zawodniak (2017: 127). Finally, they grouped the causes for the development of boredom into being 1) lesson-related (e.g., task difficulty), 2), teacher-related (e.g., teaching approach and methods used) and 3) other (e.g., weather, class time) (Kruk & Zawodniak 2020: 426).

Applying the CVT for the first time to the field of SLA, Li (2021: 321) examined how control-value assessments contribute to feeling bored among Chinese university students studying English as a foreign language. She showed that students who considered themselves as competent language users (i.e., high perceived control) and those feeling personally invested in learning the foreign language (i.e., high value) displayed fewer feelings of boredom (Li 2021: 328), thereby supporting the CVT theory.

2.2.3.3 Implications for the FL classroom

Having discussed various studies on the link between boredom and foreign language learning, the question arises which measures teachers can take to counteract the development of boredom. Basically, as students feel either over- or underchallenged when being bored (Vogel-Walcutt et al. 2012: 98, 102), it is the teacher's responsibility to create tasks that meet the pupils' levels of competence perfectly (Weinerman & Kenner 2016: 21). Accordingly, students should feel ideally challenged as it is the educator's responsibility to create interventions and to use teaching methodology that encourages students to feel in control of their learning (Shao et al. 2020: 10). As such, utilising problem-oriented coping strategies and goal-oriented training techniques can help students develop greater confidence and satisfaction with their language learning, resulting in higher proficiency (Shao, Yu & Ji 2012: 107, 110).

Drawing on the control-value-theory further, value perceptions that "influence emotions and FL performance" must not be forgotten (Shao et al. 2020: 10). This means that in order to increase intrinsic value, materials should be used in class that are personally relevant for the students, e.g., authentic materials (see, e.g., Ellis 2003; Rouhani 2008). There are even programs that promote control and value simultaneously, such as personal value-based writing

programs (see, e.g., Hulleman & Harackiewicz 2009; Shao, Yu & Ji 2012). At this point, it needs to be mentioned that in order for educators to incorporate these measures into the FL classroom, they are in need of explicit training about the significance of students' perceptions of control and value in relation to their emotional experiences and academic learning (Shao, Pekrun & Nicholson 2019: 8).

Moreover, instructions should be as clear as possible as ill-defined and vague aims can trigger off boredom (Vogel-Walcutt et al. 2012: 105). Teachers are also encouraged to grant students autonomy (Weinerman & Kenner 2016: 22) as well as responsibility, e.g., letting them choose from a selection of topics (Patall 2013: 522). Finally, Dewaele, Botes and Greiff (2023: 475) recommend the frequent use of the foreign language in order to not only alleviate Foreign Language Boredom, but also to enhance Foreign Language Enjoyment.

2.3 The role of emotion-related concepts in the FL classroom

In addition to the investigation of emotions and the role they play in foreign language learning, it is equally important to explore constructs that are related to emotions, too. As such, engagement and flow will be discussed in the following sections.

2.3.1 Engagement

2.3.1.1 Definition

Up until 2000, engagement has not been considered at all in foreign language research. Only when Dörnyei and Kormos (2000) published their seminal article, the importance of active learner engagement has been recognised and, in turn, has increasingly been researched. Despite engagement being a common phenomenon in everyday life in the sense of being busy and/or occupied, "in the realm of teaching and learning, engagement extends beyond this and refers to the amount (quantity) and type (quality) of learners' active participation and involvement in a language learning task or activity" (Hiver et al. 2021: 2). Engagement itself is a key element of all learning as active participation is needed in order for successful learning to happen (Hiver 2022: 53). Without said drive and commitment on behalf of the individual learner, the creation of meaning that is necessary not to get bored is unlikely (Hiver

et al. 2021: 2). As such, it is not surprising that engagement has been described as "the holy grail of learning" (Sinatra, Heddy & Lombardi 2015: 1). Being actively involved in one's learning process is a key element in the currently prevailing paradigms of communicative as well as constructivist language learning and teaching, thereby shifting the focus from teacher-centred to student-centred lessons.

Engagement is characterised by different features. To start with, the above-mentioned notion of action is crucial (Skinner & Pitzer 2012: 24), thereby referring to the degree of the pupils' active involvement and the "extent to which […] physical and mental activity is goal-directed and purpose-driven" (Hiver et al. 2021: 3). Next, the context-dependence of engagement needs to be stressed as learning itself can never be investigated without considering the circumstances it takes place in (Shernoff 2013: 11). Engagement's third characteristic refers to it always having an object; this means that the development of engagement is dependent upon the interaction with, e.g., an activity or a person (Reschly & Christenson 2012: 13). Finally, engagement has a dynamic and plastic character (Appleton, Christenson & Furlong 2008: 369).

According to scholars, engagement can be categorised into various dimensions. Even though the majority of researchers plead for the tripartite division into 1) behaviour (action), i.e., "individuals' qualitative behavio[u]ral choices in learning" (Hiver et al. 2021: 4), 2) cognition (thinking), i.e., "learners' mental activity in the learning process" (Hiver et al. 2021: 4) and 3) affection (feeling), there is still disagreement about the concrete number of these categories (Mercer 2019: 645, 646). As an example, Svalberg (2009: 246) has added a fourth dimension, namely the social one. Hiver et al. (2021: 4) also consider social engagement as highly relevant as language itself is a social phenomenon. In line with this, engagement's social dimension is prominent due to the fact that learners communicate with each other, making it possible to study the quality of these interactions (Linnenbrink-Garcia, Rogat & Koskey 2011: 13).

As far as behavioural engagement is concerned, it can be linked with the learners' quantity and quality of participation; scholars suggest operationalising it by analysing e.g., speaking times, persistence as well as the students' willingness to participate in interactions (Philp & Duchesne 2016: 55). Moving on to cognitive engagement, it can be determined how hard a person tries to actively process information; in the foreign language classroom, it is being

displayed in the form of "verbal manifestations, including peer interactions, students' questioning, hesitation and repetition, volunteering answers, exchanging ideas, offering feedback, providing direction, informing and explaining" (Hiver et al. 2021: 4). Lastly, affective engagement covers "interest, value, and affect" (Mercer 2019: 646).

Interestingly, behaviour, cognition and affect are interconnected, but still differentiate themselves from one another (Mercer 2019: 646). This means that the individual dimensions can be experienced at the same time, independently or not at all, without one of them being dependent upon the other. Ideally, all three elements are present, resulting in students that are highly engaged and being "on task, thinking, and enjoying the learning process" (Oga-Baldwin & Nakata 2017: 152).

With engagement being a multidimensional construct, is has been challenging to develop a measurement that is able to display its various facets. It was Handelsman et al. (2005) who managed to create the Student Course Engagement Questionnaire (SCEQ) consisting of 27 items loading on four factors. The scale shows good psychometric quality, including convergent and discriminate validity and reliability.

2.3.1.2 Previous research in the field

By analysing engagement in instructional settings, a broader understanding of how students think, act, and feel in the classroom has been gained (Oga-Baldwin 2019: 1). Not only is engagement related to internal, individual factors, but also is it intertwined with the context and thereby with external, situational factors (Mystkowska-Wiertelak 2022: 401). Numerous positive outcomes such as enhanced persistence, higher academic aspirations and increased effort have been tied to high levels of student engagement in education (Christenson, Reschly & Wylie 2012: v). Further, the percentage of students failing to complete a particular school year and instead dropping out is being reduced when engagement levels are higher (Christenson, Reschly & Wylie 2012: v). Another positive outcome refers to students being able to ameliorate their language skills faster and showing more interest as well as motivation (Egbert 2020: 315). In contrast, disengaged learners tend to be rather passive and unfocused in the classroom (Hiver et al. 2021: 24).

In their recently published study, Angelovska, Mercer and Talbot (2021: 286) examined the connection between engagement and the Big Five personality traits amongst Austrian tertiary-level students. Despite personality traits generally being "the most influential and highly researched individual differences (IDs)" (Angelovska, Mercer & Talbot 2021: 286), research is scant regarding the link between personality and Second Language Learning (some exceptions are, e.g., Dewaele 2012; Dewaele 2013b; Dewaele & Furnham 2000). Findings showed that only neuroticism significantly predicted language learner engagement (Angelovska, Mercer & Talbot 2021: 285). Overall, student engagement (both affective and cognitive) tended to increase as the students' neuroticism levels decreased (Angelovska, Mercer & Talbot 2021: 302). Interestingly, further results revealed that students who displayed high levels of agreeableness and conscientiousness tended to be less cognitively engaged (Angelovska, Mercer & Talbot 2021: 302). As these findings are rather counter-intuitive, the researchers speculated that there might have been additional factors influencing the responses regarding the Big Five traits (Angelovska, Mercer & Talbot 2021: 302).

Previous research indicates that engagement is frequently linked with various other factors, such as teacher support. Studies have confirmed that "the extent to which students believe their teachers value and seek to establish personal relationships with them" (Ryan & Patrick 2001: 440) has a considerable effect on pupils' engagement (see, e.g., Tas 2016; Wang & Eccles 2012; Wentzel 2016). Moreover, the effect of a positive teacher-student relationship (TSR) on engagement must not be forgotten. As such, Martin and Collie (2019: 861) found a positive correlation between these two variables (see also, e.g., Košir & Tement 2014; Roorda et al. 2017).

Moving on, the impact of learning adaptability on students' engagement levels has also been investigated (Wang et al. 2023: 6682). The study's results showed that English academic engagement was positively predicted by the individual's ability to adjust and adapt to new learning situations and environments (Wang et al. 2023: 6687). This might be because students who demonstrate higher levels of learning adaptability may have additional resources in terms of time and energy, which can be dedicated towards the pursuit of their academic goals (Wang et al. 2023: 6687).

Another aspect that needs to be mentioned refers to the linking of the concept of engagement to the Self-Determination Theory (SDT) which is "is a theory of motivation that helps researchers and practitioners alike […] understand and enhance not only student motivation but also the engagement that arises out of that motivation" (Reeve 2012: 150). Unlike other motivational theories, SDT is characterised by the fact that engagement is not generated by external factors, but by the students' own resources (Reeve 2012: 152). In general, the theory suggests that individuals have three basic psychological needs that drive their behaviour and that are necessary for human flourishing as well as for well-being, namely competence, relatedness and autonomy (Noels et al. 2019: 97). In the realm of LL, competence has mainly been researched as self-confidence; overall, it refers to the necessity of feeling capable and competent in one's actions, and to being able to effectively tackle challenges (Noels et al. 2019: 97). Relatedness is about the desire to feel a sense of connection and support from important people in one's life (Noels et al. 2019: 97). Simply having competence and relatedness is not enough to have self-motivation and a sense of well-being; it is also necessary to perceive that one's actions come from one's own agency (Noels et al. 2019: 97). If these three needs are being met, it is more likely for individuals to be intrinsically motivated; in turn, they are more engaged in activities, e.g., language learning (Reeve 2012: 150). This means that, according to SDT, engagement can actually be understood as a natural outcome of intrinsic motivation. By carrying out activities that are being perceived as meaningful, the three above-mentioned psychological needs are being fostered, further reinforcing engagement.

2.3.1.3 Implications for the FL classroom

As a result of the literature review, various pedagogical implications can be applied to the SLA context. To start with, attention must be shifted to the development and maintenance of engagement (Hiver et al. 2021: 24). Alternatively, characteristics of disengaged learners, of the circumstances they learn in and of other possible barriers that hinder them from being engaged could be identified in order to remove these obstacles and to help students flourish (Hiver et al. 2021: 24). Furthermore, studies have shown that engagement is more likely to evolve when teachers provide an ideal amount of support, challenge their students according to their needs and give them choices (see, e.g., Dao 2020; Lambert & Zhang 2019; Phung

2017). Further, the use of technology has been recommended. Compelling proposals have been made by Hiver et al. (2021: 24) on how to involve students in online language exchanges using various tools such as video games, synchronous computer-mediated communication (CMC), authentic social media, and web-based language applications. These techniques can enhance rapport and promote L2 interaction. Additionally, in order to strengthen intercultural communication (Henry & Thorsen 2020: 460), it has been suggested to connect "learners with both L1 and L2 speakers of the language to raise their awareness of the different varieties of the language through cross-cultural communication" (Hiver et al. 2021: 24). Lastly, teachers should ensure to let students express themselves by giving them a voice and by focusing on their life realities; by doing so, students can be encouraged and are accompanied in their individual learning processes, ideally leading to higher engagement (Mystkowska-Wiertelak 2022: 403).

To sum up, with engagement being a key factor for successful learning, it has finally been recognised as an essential research field to improve second language education (Hiver et al. 2021: 7). However, keeping learners engaged has proven to be a challenging endeavour due to the "myriad of distractions" (Hiver et al. 2021: 7), making it hard for students to stay focused and engaged (Mercer & Dörnyei 2020: 136). For this reason, further studies are necessary in the near future to "identify the classroom and instructional conditions that shape student outcomes and build meaningful involvement and participation" (Hiver et al. 2021: 7).

2.3.2 Flow

2.3.2.1 Definition

It was Csíkszentmihályi (1975) who first defined the concept of flow in his seminal book *Beyond boredom and anxiety*. To do so, he studied the behaviour of artists and noticed that some painters were working with excessive commitment to finish a painting without paying attention to their surroundings; however, after having finished the painting, it had lost all attraction, suggesting that the incentive does not lie in the final product, but rather in the completion of the activity itself (Rheinberg 2011: 380). By trying to identify the specific qualities of an experience that made it appealing enough to repeat over time, Csíkszentmihályi (1975: 71) noticed that in a wide variety of activities, a particular configuration of

experience appeared again and again. This state was the self-reflection-free, complete absorption in a smoothly running activity in which, despite full capacity utilisation, one has the feeling that they are still well in control of the course of events. Csíkszentmihályi (1975: 71) defined this state as flow. In other words, flow can be understood "as a psychological state in which the person feels simultaneously cognitively efficient, motivated and happy" (Moneta & Csíkszentmihályi 1996: 277).

After the recognition of flow as a concept, flow research has broadened its scope to encompass a wide range of topics, such as creativity (see, e.g., Byrne, MacDonald & Carlton 2003), consumer behaviour (see, e.g., Ettis 2017), wellbeing (see, e.g., Bassi et al. 2014) and education (see, e.g., Engeser et al. 2005). Furthermore, it is noteworthy that the state of flow is a universal experience that remains consistent across different cultures, social classes, genders, and age groups (Nakamura & Csíkszentmihályi 2002: 93).

From interviews, six experience and condition components could be extracted that make up the flow state (Rheinberg 2011: 380). The first component consists of the experience of a state of optimal stress where one has high control even though the task is demanding (Rheinberg 2011: 380). Second, action requirements and feedback are perceived as comprehensible and distinct, enabling one to know what to do without conscious interpretation (Rheinberg 2011: 380). Third, actions flow smoothly from one step to the next, as if guided by an inner logic. Further, the individual does not have to focus consciously; rather, concentration occurs naturally, and only relevant thoughts related to the task at hand are being processed (Rheinberg 2011: 380). When being in a state of flow, time perception is altered, resulting in a loss of track of time (Rheinberg 2011: 380). Lastly, the person loses their sense of detachment from the activity and instead becomes fully absorbed in it, ultimately leading to a decrease in self-awareness (Rheinberg 2011: 380).

Although there is growing interest in the topic, it is notable that the concept of flow in language learning has not received much attention in research (Albert 2021: 35). Interestingly, in the study of flow, questionnaires were the primary research method used for a significant period of time after the initial use of interviews (Albert 2021: 42). Nonetheless, there appears to be a resurgent fascination with employing interviews in flow research due to the potential for a thorough examination of flow experiences in specific domains (e.g., Swann et al. 2012), as well as its applicability to unique groups such as children (see, e.g., Inal & Cagiltay 2007).

The first questionnaire measuring flow – the so-called Flow Questionnaire (FQ) – has been developed by Csíkszentmihályi (1975). Since then, various revised questionnaires, all of them striving to adhere to the principles of classical test theory, have been devised, e.g., the Flow State Scale (FSS) by Jackson and Marsh (1996) as well as the Dispositional Flow Scale (DFS) by Jackson et al. (1998). In line with these developments, the Experience Sampling Method (ESM), a renowned technique that employs questionnaires to measure flow in everyday situations, was created by Csíkszentmihályi, Larson and Prescott (1977). The primary objective of the ESM is to "capture a random sample of subjective experiences over an extended period of time" (Albert 2021: 35). It works as follows: Participants are equipped with electronic devices (e.g., pagers, mobile phones) which they are required to carry for a week (Albert 2021: 46). Throughout this period of time, participants are randomly prompted six to eight times a day to fill out an experience sampling form which can be done on paper or online (Albert 2021: 46). Said report contains various items of categorical and scaled nature and records "different aspects of the experience [the participants] were engaged in at the time of the signal" (Albert 2021: 46). Whilst categorical items help reconstruct the activity, scaled items measure how intense subjective feelings are (Albert 2021: 46). Finally, the obtained data can be analysed in-depth. Despite ESM having found widespread application to numerous contexts, it is far from being flawless as it shows various methodological problems (Moneta 2012: 40) and is highly costly and time-consuming (Albert 2021: 47).

Taking all these instruments that have just been presented together, it is clear that the exploration of flow in language learning is still an evolving area of study in the realm of applied linguistics, providing ample prospects for aspiring researchers (Albert 2021: 53).

2.3.2.2 Previous research in the field

Despite flow having been investigated extensively in the field of psychology, studies on its application to the foreign language classroom are rather rare (Ibrahim 2020: 2). It was Egbert (2003) who carried out pioneering work in SLA research by studying flow in the foreign language classroom. To do so, she analysed the performance of 13 Spanish language learners aged 14 to 18 on seven different tasks, such as "[r]eading out loud in Spanish and answering questions" (Egbert 2003: 508). According to the results, 12 out of 13 students experienced flow at least once (Egbert 2003: 510). Interestingly, even 92% were in a state of flow when

they “engaged in open-ended one-on-one dialog[s] with native Spanish speakers via chat” (Egbert 2003: 508, 511). Drawing on these results, Egbert (2003: 513) suggested that teachers could potentially facilitate flow by assigning concrete tasks that lead to it (Egbert 2003: 513).

Since Egbert’s seminal study in 2003, the utilisation of the concept of flow has been recognised as a beneficial model to comprehend the impact of contextual factors on the process of acquiring language skills (Albert 2021: 35). Research has shown that flow is linked to flourishing and wellbeing (Fullagar & Kelloway 2009: 600, 610) as well as to an increase in academic performance (Engeser et al. 2005: 169). More precisely, flow has a dual effect on performance. Firstly, during flow, concentration and attention levels increase significantly (Keller & Landhäuser 2012: 77), resulting in more efficient task performance (Engeser & Rheinberg 2008: 160). Secondly, flow also has a long-term effect as its experience can motivate individuals to persist in performing the task and to set more challenging goals, leading to an increase in their competency for the task and ultimately, success: For instance, research demonstrates that students experiencing flow while studying tend to perform better on exams (Engeser et al. 2005: 169), and that its experience can predict students' commitment to their area of talent even four years later (Csíkszentmihályi, Rathunde & Whalen 1997: 10). These findings indicate that flow is a highly advantageous state that is said to improve overall performance (Keller & Landhäuser 2012: 68). Additional research suggests that flow is linked to a rise in individual resources, such as one’s self-efficacy (Salanova, Bakker & Llorens 2006: 17) and the confidence in one's own worth or abilities (Wells 1988: 339).

Building upon previous research on flow, Czimmermann and Piniel (2016: 197) focused on the experiences of Hungarian FL learners, investigating both positive experiences of flow and negative experiences of anti-flow, which include anxiety, boredom, and apathy. Their findings showed that flow occurred in moderate to high levels in students in the tertiary-level sector and that these students were “more likely to experience flow in the classroom than […] secondary school” pupils (Czimmermann & Piniel 2016: 207). In addition, when individuals experienced feelings of boredom and apathy (i.e., anti-flow), they were less likely to also experience interest and attention (i.e., flow), and the same held true in reverse (Czimmermann & Piniel 2016: 205).

Examining a previously unexplored variable using their database from 2014, Dewaele and MacIntyre (2022b) investigated the impact of emotions on the development of flow. On average, more than half of the time, the participants reported experiencing a state of flow (Dewaele & MacIntyre 2022b: 18). In addition, the authors found that while FLE significantly predicted the proportion of time students were in a state of flow, the effects were reversed and less pronounced for FLCA – meaning that there was a significant, but small negative relationship between Foreign Language Classroom Anxiety and the proportion of time students spent in a state of flow (Dewaele & MacIntyre 2022b: 11). Further, they revealed that initially, flow experiences tend to be focused on oneself, and that they occur infrequently and briefly; however, as foreign language learners become more advanced, pupils' flow experiences become increasingly social, frequent, intense, and long-lasting, possibly even leading to the entire class being in a state of flow (Dewaele & MacIntyre 2022b: 21).

Recently, Dewaele and MacIntyre (2022a) also examined the variations in the intensity of FLE, FLCA, and the proportion of time in a state of flow amongst EFL learners compared to learners of Languages Other Than English (LOTE). Those participants who studied languages other than English did not only display higher levels of Foreign Language Enjoyment, experience more flow and less Foreign Language Classroom Anxiety, but also were the relationships between said variables stronger – indicating that the students might be more emotionally involved (Dewaele & MacIntyre 2022a: 168-170). At this point, it still needs to be mentioned that the observed differences were small (Dewaele & MacIntyre 2022a: 169). To sum up, the fact that English has a high status and is considered as prestigious globally does not necessarily mean that learners from around the world have a better experience in terms of enjoying their classes, spending more time in a state of flow, or experiencing less anxiety (Dewaele & MacIntyre 2022a: 156).

2.3.2.3 Implications for the FL classroom

Finally, in order for teachers to promote flow in the language classroom, a combination of effective teaching strategies, opportunities for student autonomy and choice as well as a supportive learning environment are required (Rheinberg 2011: 380). As such, comprehensible and explicit goals and expectations should be provided so that students have a clear sense of

purpose; also, incorporating timely feedback into the design is crucial to maintain learners' motivation (Li et al. 2021: 497). In addition, teachers should try to design activities that are achievable but still challenging. Ideally, teachers should create tasks that are highly interesting, relevant to the students and stimulating, but still not too difficult so that students do not become frustrated or overwhelmed. If teachers actively engage their students and give them choices, flow can be fostered, resulting in improved student engagement, motivation, and finally, better learning outcomes.

Drawing on Egbert's pioneering work (2003), there exist various tasks that make the experience of flow more likely. Among the tasks that resulted in at least 50% of the students – who were "fourth-semester, secondary school Spanish language learners" (Egbert 2003: 507) aged 14 to 18 – being in a state of flow were 1) writing emails pretending to be Spanish-speaking characters and having colleagues guess who these personas might be, 2) talking about one's own profession or occupation, 3) "open ended one-on-one dialog[s]" and 4) conversations about topics related to health issues (Egbert 2003: 508, 511). Teachers could therefore try and incorporate said tasks in the foreign language classroom. Still, it needs to be mentioned at this point that teachers always need to consider their learners (i.e., age, proficiency) as well as their pupils' interests when selecting tasks for the FL classroom as various exercises (e.g., talking about health-related issues) might not be helpful for evoking flow in very young learners.

Based on Li et al.'s (2021) study that examined how both learner-related factors, such as achieving a balance between skill and challenge and setting clear goals, and contextual factors, such as receiving feedback and experiencing playability, impact the flow experiences of learners, various practical implications can be inferred. As such, Digital Game-Based Learning (DGBL) applications can be employed, ensuring that learners stay focused on the tasks (Li et al. 2021: 497). Especially in the context of Digital Game-Based Vocabulary Learning (DGBVL), the playability factor should be prioritised (Li et al. 2021: 497). Lastly, educational practitioners can help by suggesting well-designed Computer-Assisted Language Learning (CALL) applications that can enhance learners' "enjoyment, motivation, and concentration in learning", thereby positively affecting students' perceived learning and satisfaction (Li et al. 2021: 497).

In conclusion, the previous sections clearly demonstrated the great relevance of learner emotions and of emotion-related concepts in the foreign language classroom in the context of Second Language Acquisition. The present study therefore tries to establish links between the aforementioned concepts by translating the theoretical base into practice. This means that attention is now being placed on examining these notions through the utilisation of a web survey.

3 Study

3.1 Research questions

The following research questions will be investigated in the thesis:

1. Is there more enjoyment than anxiety in the foreign language classroom?
2. To what extent does Foreign Language Enjoyment differ on the three dimensions FLE personal enjoyment, FLE social enjoyment and FLE teacher appreciation?
3. To what extent are FLE, FLCA and boredom linked?
4. Are FLE, FLCA and boredom predictors of the proportion of time students spend in a stage of flow?
5. Are FLE, FLCA and boredom predictors of students' engagement?
6. What are characteristics of episodes of boredom in the foreign language class?
7. What are characteristics of episodes of engagement in the foreign language class?

3.2 Methodology

3.2.1 Participants

3.2.1.1 Demographic data

In sum, the study involved a total of 328 students from various upper secondary schools in Lower Austria and Vienna. To be precise, the study was conducted amongst students attending the seventh and eighth grade in academic secondary schools (Allgemeinbildende Höhere Schule = AHS), with the large majority going to school in Lower Austria ($n = 245 \triangleq 74.7\%$) and only 83 Viennese students (25.3%). Among the participants, 210 students (64.0%) identified as female, 114 (34.8%) as male, three (0.9%) as divers and one (0.3%) did not wish to tell. The higher number of female participants in the study can be explained by the fact that the school type in question is predominantly attended by girls (Bundeskanzleramt 2021: 8). In addition, the observed gender distribution, where women outnumber men, is a common phenomenon in online questionnaires related to second language acquisition (Wilson & Dewaele 2010: 115).

3.2.1.2 Language learner history

The majority of students (n = 259 ≙ 79.0%) grew up monolingually, while 58 participants (17.7%) were raised bilingually, and 11 students (3.4%) even have three first languages. Out of all the languages being mentioned as a L1 (either L1a, L1b or L1c), German was cited most often (77.7%). The remaining students reported their first language to be one of the following languages: Albanian, Arabian, Bengali, Bosnian, Bulgarian, Chechen, Croatian, Czech, Dutch, English, Hebrew, Hungarian, Italian, Japan, Kurdish, Lithuanian, Mandarin, Persian, Polish, Romanian, Russian, Serbian, Slovakian, Slovenian, Spanish, Swedish, Turkish, Tunisian and Ukrainian. On average, the students studied 3.2 languages (SD = 0.92). Overall, English was reported as the most commonly studied foreign language, with 296 participants (90.2%) stating that they had learned it as a second language. Other foreign languages acquired by the students included Danish, German, Greek, French, Hebrew, Hungarian, Italian, Latin, Polish, Russian, Serbian, Spanish, Swedish and Turkish.

Further, the students were asked about their English semester grade. At this point it needs to be mentioned that in the Austrian school system, a grade of 1 is considered the highest, while a grade of 5 is the lowest. Most students, namely 108 (32.9%), indicated that they received a grade of 2, closely followed by 97 students (29.6%) who reported a grade of 1. A total of 83 pupils (25.3%) mentioned having a grade of 3, while 35 (10.7%) had a grade of 4. According to their self-reported data, only five students (1.5%) received a grade of 5.

Next, the participants were required to assess their self-perceived proficiency in the English language using the same grading system as above. The analysis of the responses revealed that nearly half of the participants, namely 153 students (46.6%), considered their English skills as high intermediate (grade 2), again being followed by 89 students (27.1%) who even described their proficiency as advanced (grade 1). Furthermore, 66 pupils (20.1%) identified themselves to be at an intermediate level (grade 3), while 16 students (4.9%) perceived themselves to be low intermediate (grade 4). Similar to their actual grades from above, only four out of 428 participants (1.2%) considered themselves as having a very low competence level (grade 5).

Subsequently, the students were requested to indicate the frequency with which they use English, using a scale that ranged from 'never' (1), 'occasionally' (2), 'sometimes' (3), 'frequently' (4), to 'always' (5). The average score obtained was 3.67 (SD = 0.881). To be more

precise, 131 students (39.9%) mentioned that they frequently use English, followed by 92 students (28.0%) who stated that they sometimes use it, and an additional 67 (20.4%) who even always use English. A smaller proportion of participants fell to the other side of the spectrum, with only six participants (1.8%) never using English and 32 students (98%) claiming that they occasionally use it.

In addition to that, participants were also asked how often they use English when talking to their family and friends. In this context, the average score was 2.44 (*SD* = 1.14). Compared to above, the trend reversed, as only 15 participants (4.6%) reported always using English, 48 (14.6%) claimed to frequently use it and 81 (24.7%) sometimes did so. In contrast, 105 students (32.2%) only occasionally use English with their family and friends and 79 (24.1%) never use it.

The last question of the questionnaire's first section referred to the students' relative performance in their foreign language English class. Here, the participants were asked to rate themselves on a scale ranging from 'much worse' (1), 'worse' (2), 'equally' (3), 'better' (4), to 'much better' (5). Most participants (*n* = 143 ≙ 43.6%) considered their achievements to be above average, and 115 (35.1%) felt they were average. A smaller number of students (*n* = 39 ≙ 11.9%) reported themselves to be significantly above average, significantly below average (*n* = 7 ≙ 2.1%) and below average (*n* = 24 ≙ 7.3%) compared to their peers.

3.2.2 Procedure

The study used non-probability convenience sampling (Wilson & Dewaele 2010: 105) to obtain its necessary study size and utilised a web questionnaire which was accessible through Google Forms from mid-March 2023 until the beginning of May 2023. Before starting the data collection process, an application had to be submitted to the Department of Education in Lower Austria (Bildungsdirektion Niederösterreich) as permission had to be obtained to visit the chosen schools. Due to the fact that only two Viennese schools (located in the first and second district) were questioned, no such application had to be filed for the Department of Education in Vienna (Bildungsdirektion Wien). After having obtained authorisation from the Department of Education in Lower Austria, the school principals of six academic

secondary schools in Lower Austria were contacted. Only after then the actual process of data collection could start.

The participants in the study were assured of complete anonymity and confidentiality of their data. They were also given the choice to voluntarily participate and were informed that their identity would not be disclosed in any publication. The participants were told that there were no correct or incorrect answers and that they could withdraw from the study at any time. Lastly, they acknowledged that they were informed about the terms of participation and agreed to take part in the study.

As already mentioned, the study was conducted using an online questionnaire and a mixed-methods approach was applied. Most research on the role of learners' emotions in English as a Foreign Language (EFL) classes has been carried out quantitatively (Gopang et al. 2016: 1593). Not only do questionnaires function as reliable research instruments, but their efficiency, speed, and low cost also make them an ideal choice for obtaining in-depth information on the topics concerned from large samples. Especially web-based questionnaires have been positively received in SLA research, even though they have their weaknesses, too, such as the self-selection of participants and the production of rather heterogeneous samples (Dörnyei 2007: 121). Still, Resnik (2018: 100) argues that the benefits of online surveys outweigh these concerns, especially in the context of multilingualism, where participants are unlikely to deceive researchers because the questions are based on personal opinions and experiences, making social desirability bias less likely to occur. However, in addition to solely basing research on quantitative instruments, an increasing number of studies has recently applied mixed methods approaches by combining quantitative and qualitative research (see, e.g., Dewaele et al. 2016; Dewaele & MacIntyre 2016). Therefore, three open-ended questions have been added in the present thesis as well.

The used scales were adapted to fit the traditional setting of face-to-face teaching. To ensure that the survey was easily understandable, it was administered in German despite the fact that the original questions were formulated in English. Therefore, the items were translated into German and were also back-translated into English for quality and accuracy and to evaluate equivalence of meaning. While completing the questionnaire, participants were allowed to ask questions to ensure that uncertainties were clarified; still, Wilson and Dewaele (2010: 117) note that web-based questionnaires generally cannot eliminate ambiguity completely.

Altogether, the questionnaire was divided in eight sections, namely 1) general information and terms of participation, 2) demographic questions including gender and questions on the students' language learner history, 3) enjoyment scale, 4) anxiety scale, 5) flow scale, 6) boredom scale, 7) engagement scale and 8) three open-ended questions. In the last section, the participants were asked to describe a boring and engaging event during an English lesson in detail, along with the accompanying feelings and to name three emotions they most frequently experience in their FLE class. Finally, the analysis was performed using SPSS once a sufficient number of responses had been received.

Regarding the duration of a survey, Dörnyei (2003: 132) recommends that a survey should not take more than 30 minutes for participants. In the current study, this time limit was not exceeded as filling in the questionnaire took around 20 minutes.

3.2.3 Instrument

Participants were given a series of question sets to complete. The first set focused on their sociobiographical background and language learning history, including the number of languages they knew, their perceived proficiency as well as their semester grade in English, and the frequency of language use. The second set centred on their experiences in English as a foreign language classes. More specifically, it consisted of 9 items of the Short-Form Foreign Language Enjoyment Scale (Botes, Dewaele & Greiff 2021), as well as eight items extracted from Horwitz, Horwitz and Cope's (1986) Foreign Language Classroom Anxiety Scale (FLCAS) to capture learners' foreign language classroom anxiety (Dewaele & MacIntyre 2016). Additionally, the survey included a scale by Dewaele and MacIntyre (2022a) on flow, another one by Li, Dewaele and Hu (2023) measuring boredom and an adapted version of a scale by Handelsmann et al. (2005) capturing foreign language engagement. As mentioned above, the questionnaire concluded with three open-ended questions. The scales and open-ended questions can be found in full length in the appendix for review.

3.2.3.1 Foreign Language Enjoyment Scale

To assess students' perceived enjoyment of foreign language learning, the FLE scale by Botes, Dewaele and Greiff (2021) consisting of nine items that can be grouped into three dimensions was used. These dimensions are teacher appreciation (“The teacher was encouraging“, “The teacher was friendly”, “The teacher was supportive”), personal enjoyment (“I enjoy learning English”, “I learn interesting things in English class”, “In class, I am proud of my accomplishments”) and social enjoyment (“We form a tight group”, “We laugh a lot”, “We have fun together”). Regarding the last category, the third original item “We have common legends, such as running jokes”, was exchanged for “We have fun together” for reasons of comprehensibility.

Participants were asked to respond to these statements on a 5-point Likert scale, with options ranging from 'strongly disagree' (1), ‘disagree’ (2), ‘undecided’ (3), ‘agree’ (4) to ‘strongly agree’ (5). All the items were phrased positively. Scale analyses indicated a good level of internal consistency for the enjoyment scale (Cronbach’s $\alpha = .79$, $k = 9$). The mean score for enjoyment was 3.59 ($SD = 0.68$, $N = 328$). Regarding the subscales, the mean value of teacher appreciation was 3.81 ($SD = 1.01$, $N = 328$), 3.56 ($SD = 0.79$, $N = 328$) for personal enjoyment and 3.39 ($SD = 0.93$, $N = 328$) for social enjoyment. A Kolmogorov-Smirnov test was conducted to examine the distribution of enjoyment ratings. The results indicated that they were not normally distributed ($p < .001$). However, when examining the quantile-quantile (Q-Q) plots, it can be observed that the FLE scores reasonably conform to a normal distribution, except for the extreme tail of the distribution (see Figure 5).

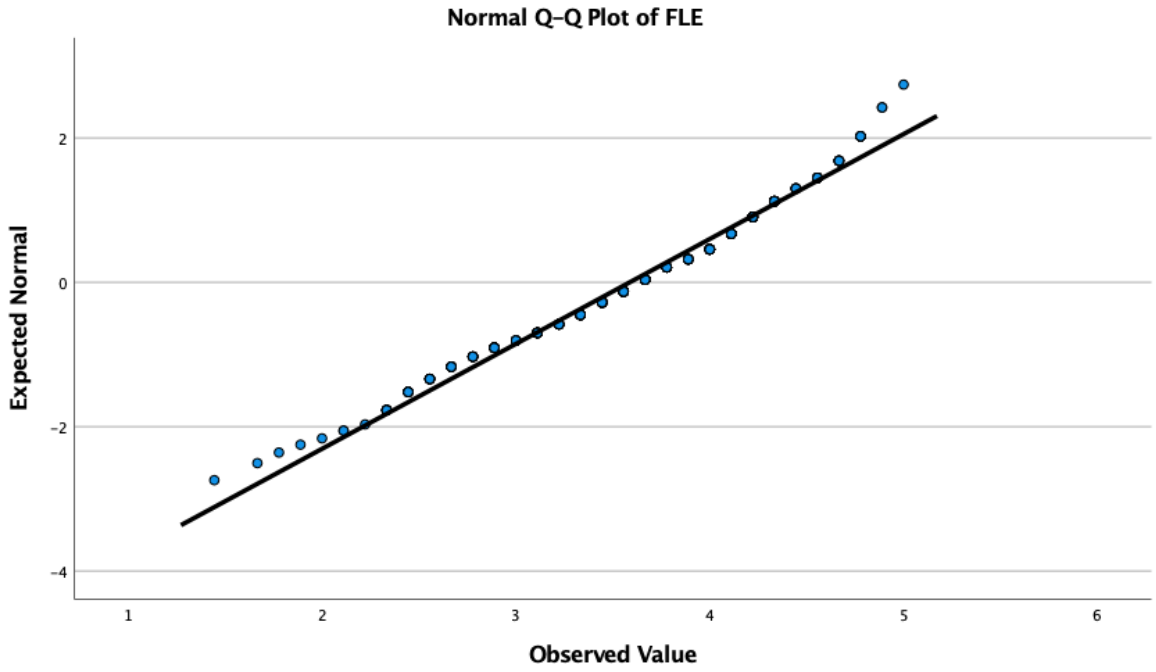

Figure 5. Quantile-quantile (Q-Q) plot for the distribution of FLE scores

3.2.3.2 Foreign Language Classroom Anxiety Scale

Anxiety levels were assessed using the short form of the Foreign Language Classroom Anxiety Scale (FLCAS) that has originally been developed by Horwitz, Horwitz and Cope in 1986. For the purpose of this study, the term "foreign language" in the FLCAS was replaced with "English."

Similar to the previously mentioned FLE scale, participants used a 5-point Likert-type scale to provide their responses. The response options again ranged from 'strongly disagree' (1), 'disagree' (2), 'undecided' (3), 'agree' (4), to 'strongly agree' (5). Due to the fact that two of the eight items were negatively worded, they had to be reverse-coded in the analysis. The goal was that that higher scores on the scale generally indicate higher levels of anxiety across all items. Regarding its internal reliability, the FLCA scale turned out to be excellent (Cronbach's $\alpha = .92$, $k = 8$). Overall, the mean score of the participants' anxiety ratings was 2.34 ($SD = 1.03$, $N = 328$). Even though the Kolmogorov-Smirnov test again showed that the variables were not normally distributed ($p < .001$), the Q-Q-plots demonstrated an acceptable distribution of anxiety scores (see Figure 6).

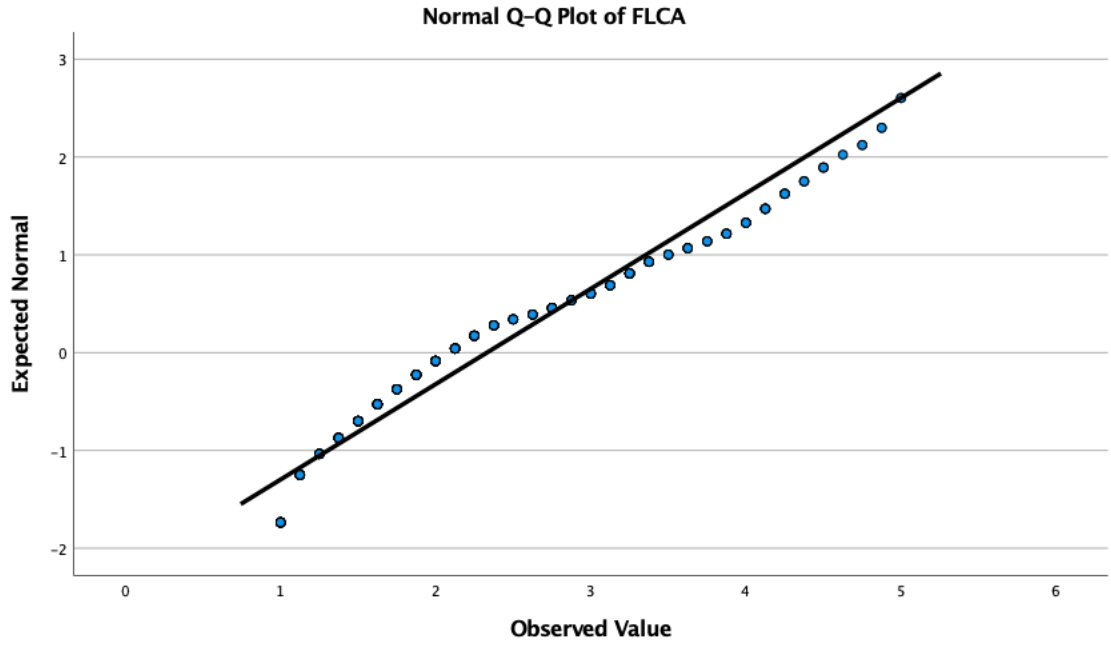

Figure 6. Quantile-quantile (Q-Q) plot for the distribution of FLCA scores

3.2.3.3 Flow scale

To measure the proportion of time students spend in a time of flow in their FL English class, students were asked to express the amount of time using percentages during which they experienced complete absorption ("I'm totally absorbed"), a distortion of time perception ("I lose sense of time"), fulfilment ("I feel fulfilled"), and a sense of happiness ("I feel happy"). The initial application of this metric was observed in Dewaele and MacIntyre's study conducted in 2022b. In sum, the four flow-related items demonstrated a good level of internal consistency (Cronbach $\alpha = .78$, $k = 4$). Similar to the results of the Kolmogorov-Smirnov test for the FLE and FLCA scale above, the results again showed that the variables were not normally distributed ($p = .010$). However, the assessment of Q-Q plots clearly indicates that the distribution of values for the proportion of time spent in a state of flow during class follows a normal distribution very well (see Figure 7).

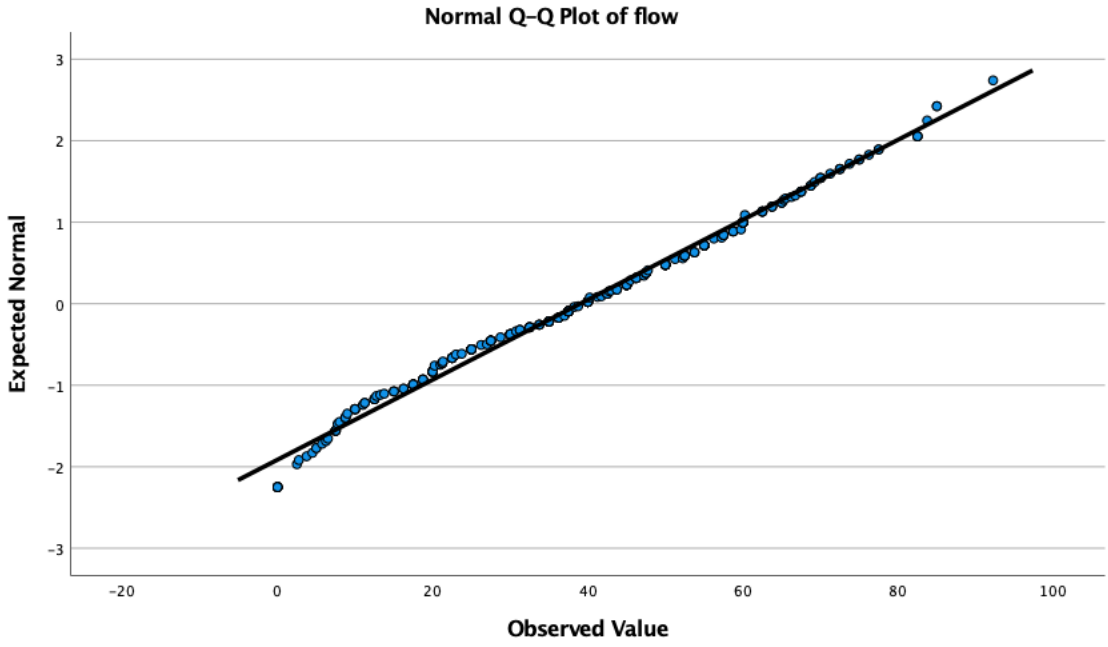

Figure 7. Quantile-quantile (Q-Q) plot for the distribution of flow scores

3.2.3.4 Boredom scale

In order to measure boredom that students experience during FLL, the Foreign Language Learning Boredom Scale which has been developed by Li, Dewaele and Hu (2023) was used. The scale consists of 7 factors with a total of 32 items. Since the focus of the present study was on emotions in the foreign language English classroom, only eight items loading on the factor Foreign Language Classroom Boredom were included in the questionnaire. The answers took the form of a 5-point Likert scale ranging from 'strongly disagree' (1), 'disagree' (2), 'undecided' (3), 'agree' (4), to 'strongly agree' (5). The scale's internal reliability was excellent (Cronbach $\alpha = .91$, $k = 8$). Although the Kolmogorov-Smirnov test showed that the variables were not normally distributed ($p < .001$), Q-Q-plots illustrate the acceptable distribution of boredom scores in the EFL classroom, with the exception of the extreme tail (see Figure 8).

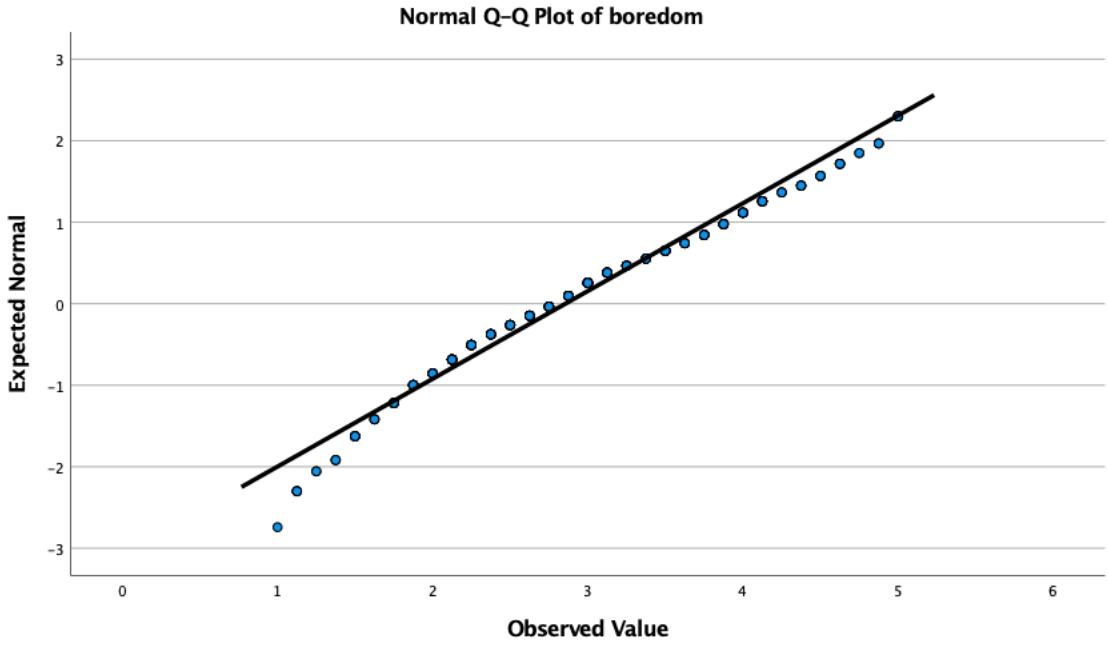

Figure 8. Quantile-quantile (Q-Q) plot for the distribution of boredom scores

3.2.3.5 Engagement scale

Finally, in order to assess students' engagement, the Student Course Engagement Questionnaire developed by Handelsmann et al. (2005) was used. The SCEQ consists of 23 items loading on 4 factors (skills engagement, emotional engagement, participation/interaction engagement, performance engagement). Similar to the aforementioned scales, answers were again given on a 5-point Likert-type scale, with responses ranging from 'strongly disagree' (1), 'disagree' (2), 'undecided' (3), 'agree' (4) to 'strongly agree' (5).

An analysis of the scale revealed high internal consistency (Cronbach $\alpha = .85$, $k = 23$). In contrast to the results of the four conducted Kolmogorov-Smirnov tests above, the results for the engagement scale differ as they are indeed normally distributed ($p = .200$). This is being reflected in the Q-Q-plots (see Figure 9).

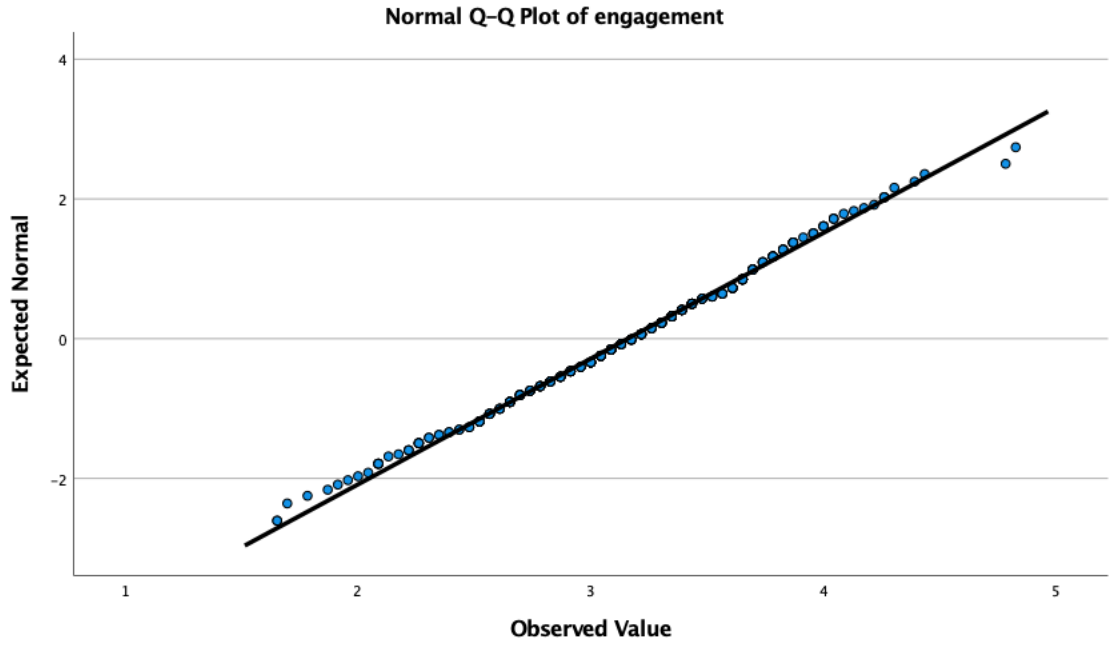

Figure 9. Quantile-quantile (Q-Q) plot for the distribution of engagement scores

Due to the borderline nature of some Q-Q plots (see Figures 5 - 8), additional non-parametric methods, namely Spearman correlations and Wilcoxon signed-rank tests, were also employed. Considering the fact that the non-parametric procedures produced identical outcomes, it was decided that the more robust parametric tests (i.e., Pearson correlation analyses, regression analyses and t-tests) would be presented and discussed. Table 1 provides detailed information on the descriptive statistics for the chosen variables and includes data on skewness and kurtosis.

Table 1. Descriptive statistics for FLE, FLCA, flow, boredom and engagement

Variable	*Mean*	*SD*	*Median*	*Mode*	*Min*	*Max*	*Skew-ness*	*Kurtosis*
FLE	3.59	0.38	3.67	3.67	1.44	5.00	-.39	-.31
FLCA	2.34	1.03	2.13	1.0	1.00	5.00	.66	-.52
flow	38.99	20.38	40.00	50.00	0.00	92.25	.08	-.69
boredom	2.85	0.93	2.75	2.13	1.00	5.00	.37	-.60
engage-ment	3.16	0.56	3.17	3.35	1.65	4.83	-.13	.03

3.2.3.6 Open Questions

The final part of the questionnaire consisted of three optional open-ended questions. The first one asked the students to describe boring events they encountered during their English lessons and was answered by 283 out of 328 students (86.28%). The response rate was nearly identical for the second question inquiring an engaging event in the English lesson (n = 284 ≙ 86.59%). Lastly, the highest survey participation rate was reached when students were asked to sum up the three most prevalent emotions in their English lessons (n = 296 ≙ 90.24%).

The data collected from these open-ended questions will complement and reinforce the findings obtained through the quantitative analyses. Incorporating the participants' statements will allow for the presentation of their personal perspectives, which in turn may offer insights and explanations for the observed statistical trends. The qualitative data was analysed to extract key words that describe the emotions of the upper secondary students, which were subsequently quantified. This methodology is commonly employed in mixed-method research and has, for example, been utilised in a study conducted by Resnik and Dewaele (2020b: 482).

4 Findings

According to Creswell and Plano Clark (2011: 77), it is advised to separately analyse the different components of a study. Therefore, the findings will only be combined at a later stage when the results have already been presented.

4.1 Quantitative data

4.1.1 Differences in anxiety and enjoyment ratings

The results of a paired t-test demonstrated that the participants expressed a significantly higher level of enjoyment than anxiety during their FLE classes [($t[327]$ = 16.30, $p < .001$, Cohen's d = .90]. According to Cohen (1988: 82), this is indicative of a large effect size. Figure 10 illustrates the difference including the SD. Figure 10 also shows that the overall mean score of FLE (M = 3.59, SD = 0.38) was higher than the one for FLCA (M = 2.34, SD = 1.03).

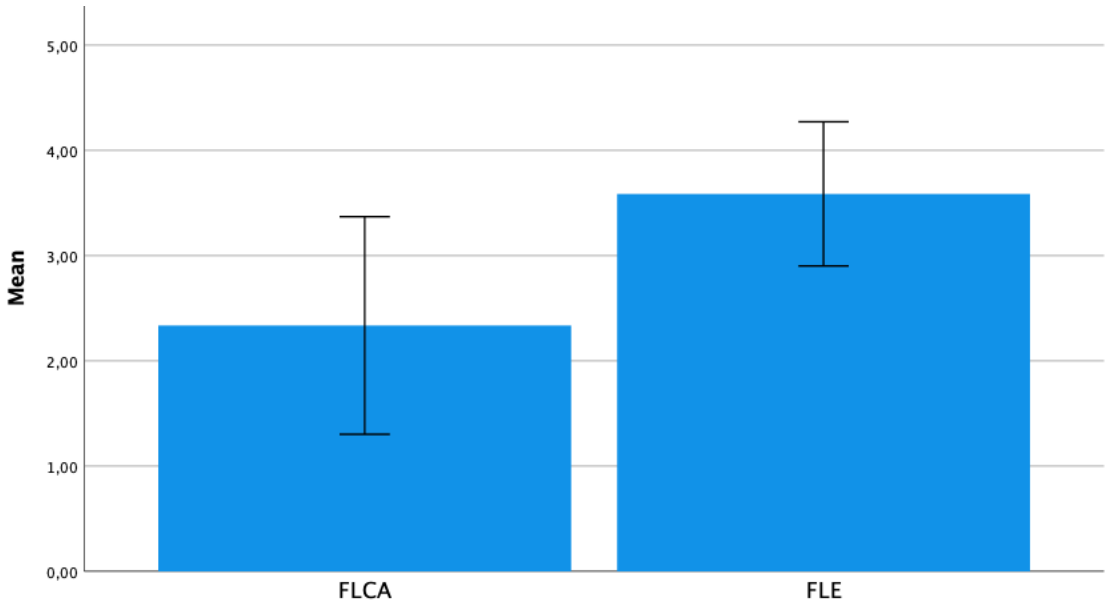

Figure 10. A comparison of mean anxiety and enjoyment scores (with SD)

Moreover, in contrast to the FLCA scores, the ones for FLE exhibited a narrower distribution around the mean (see Figure 11). This means that FLCA scores displayed greater variability, encompassing the entire range of possible scores more extensively.

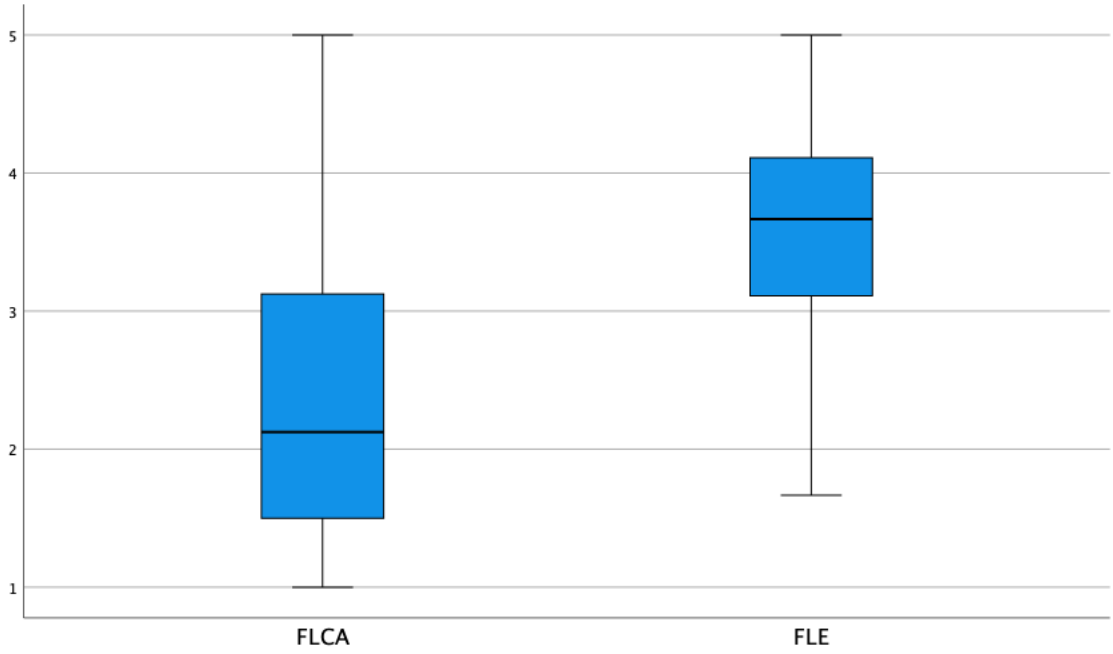

Figure 11. Boxplots for the anxiety and enjoyment ratings

4.1.2 Differences in FLE subscales

Moving on, Table 2 illustrates the descriptive analysis of the three dimensions of the Foreign Language Enjoyment scale.

Table 2. Descriptive statistics of the FLE subscales

Variable	*Mean*	*SD*	*Median*	*Mode*	*Min*	*Max*
personal enjoyment	3.56	0.78	3.67	3.67	1.00	5.00
social enjoyment	3.39	0.93	3.33	3.00	1.00	5.00
teacher appreciation	3.81	1.01	4.00	5.00	1.00	5.00

As can be observed in Table 2, the mean score for the subscale FLE teacher appreciation (M = 3.81, SD = 1.01) is the highest one, followed by FLE personal enjoyment (M = 3.56, SD = 0.78). The mean score for the third dimension, namely for FLE social enjoyment (M = 3.39, SD = 0.93), is the lowest one.

Various paired t-tests revealed that there is a significant difference between FLE teacher appreciation and FLE personal enjoyment (*t[327]* = 4.54, $p < .001$; *Cohen's d* = 1.02) as well as between FLE teacher appreciation and FLE social enjoyment (*t[327]* = 7.03, $p < .001$; *Cohen's d* = 1.09). However, the mean scores for FLE personal enjoyment and FLE social enjoyment do not significantly differ from each other (*t[327]* = -3.00, $p = .003$, *Cohen's d* = 1.01). In all three analysed contexts, the effect sizes were extremely large, as indicated by Cohen's d. According to Cohen's classification (1988: 82), a value of 0.8 is already considered large, and this threshold was surpassed in all cases.

4.1.3 Links between FLE, FLCA and boredom

To establish the connections between the three emotions enjoyment, anxiety and boredom, Pearson correlations were calculated and Bonferroni correction was applied. The results are being displayed in Table 3. As can be seen, the strongest significant negative correlation was revealed between boredom and enjoyment ($r = -.535$, $p < .001$). Thus, students with higher boredom ratings showed lower ratings in enjoyment (and vice versa). The effect size can be considered as large, as these variables share 28.6% of variance (Field 2017: 117). Moving on, enjoyment and anxiety also significantly negatively correlated with each other ($r = -.278$, $p < .001$), meaning that participants displaying higher anxiety levels tended to experience lower enjoyment in their FLE classes (and vice versa). Considering the strength of the relationship between these two variables, they account for 7.7% of variance, which is considered a small to medium effect (Field 2017: 117). Lastly, there was no significant correlation for the relationship between boredom and anxiety ($r = .123$, $p = .025$).

Table 3. Correlation matrix of FLCA, FLE and boredom

Variable	*FLCA*	*FLE*	*boredom*
FLCA	-	-	-
FLE	-.278**	-	-
boredom	.123	-.535**	-

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

Figures 12 and 13 illustrate the relationships between FLE and FLCA as well as between boredom and FLE.

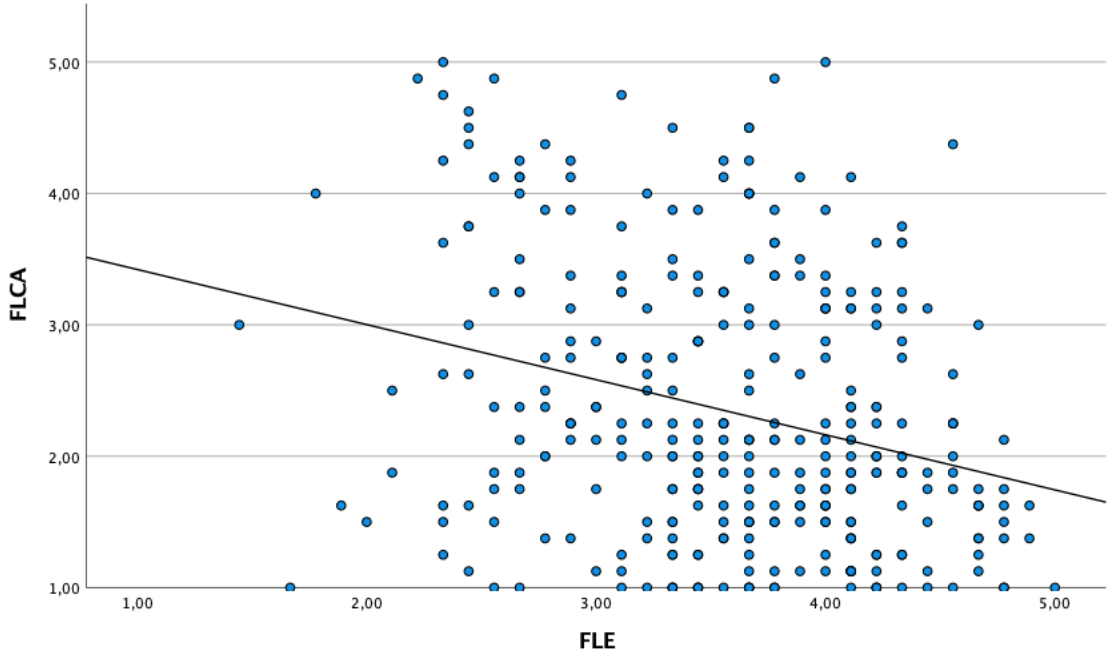

Figure 12. The relationship between FLE and FLCA

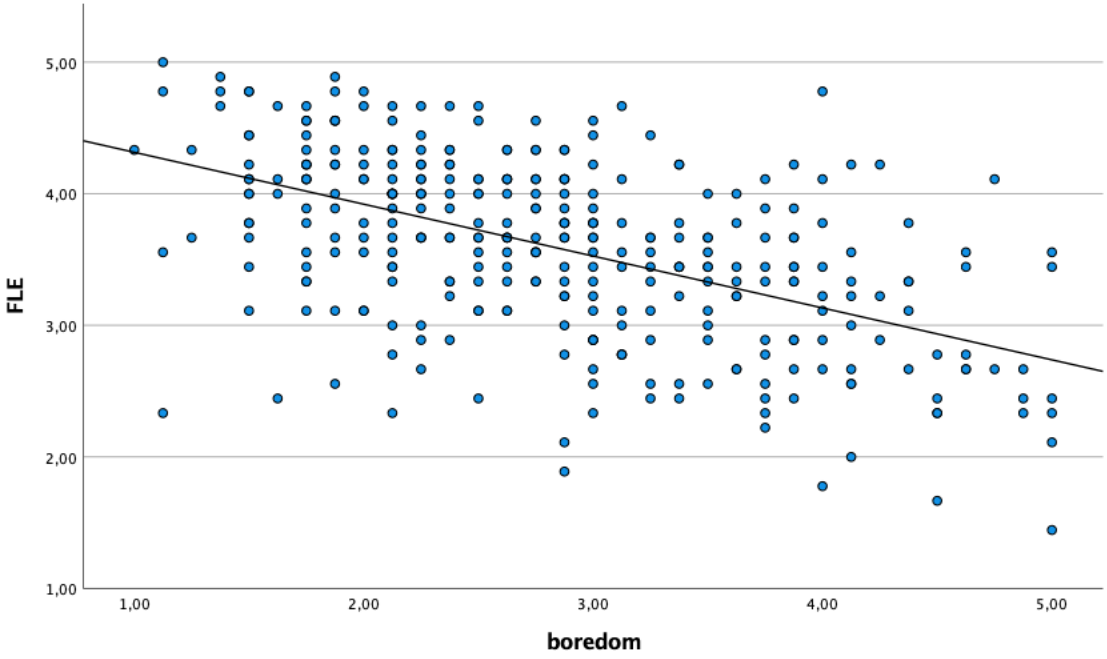

Figure 13. The relationship between boredom and FLE

4.1.4 Prediction of proportion of time students spend in a stage of flow

To start off, a flow scale was created by calculating the mean average of the four flow-related items. As indicated by said analysis of the quantitative flow measure, participants, on average, reported experiencing a state of flow less than 40% of the time during their foreign language English class (M = 38.99% of the time, SD = 20.38, min = 0.00, max = 92.25, skewness = .08, kurtosis = -.69) (see Table 1).

In order to avoid multicollinearity, the correlations between the variables have been calculated and are presented in Table 4. A Pearson correlation revealed a strong positive correlation between FLE and the percentage of time spent in a state of flow (r = .605, p < .001) and a strong negative correlation between boredom and the percentage of time spent in a state of flow (r = -.626, p < .001). Additionally, a highly significant negative correlation between FLCA and the proportion of time spent in a state of flow (r = -.256 p < .001) was shown. Taking these correlations into account, it can be seen that the linear independence of the independent variables is satisfied (Field 2017: 402).

Table 4. Correlation matrix of FLCA, FLE, boredom and flow

Variable	*FLCA*	*FLE*	*boredom*	*flow*
FLCA	-	-	-	-
FLE	-.278**	-	-	-
boredom	.123	-.535**	-	-
flow	-.256**	.605**	-.626**	-

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

Another prerequisite to run a multiple regression analysis that is needed to answer the third research question is homoscedasticity. Figure 14 visualises that, indeed, constant variances can be assumed.

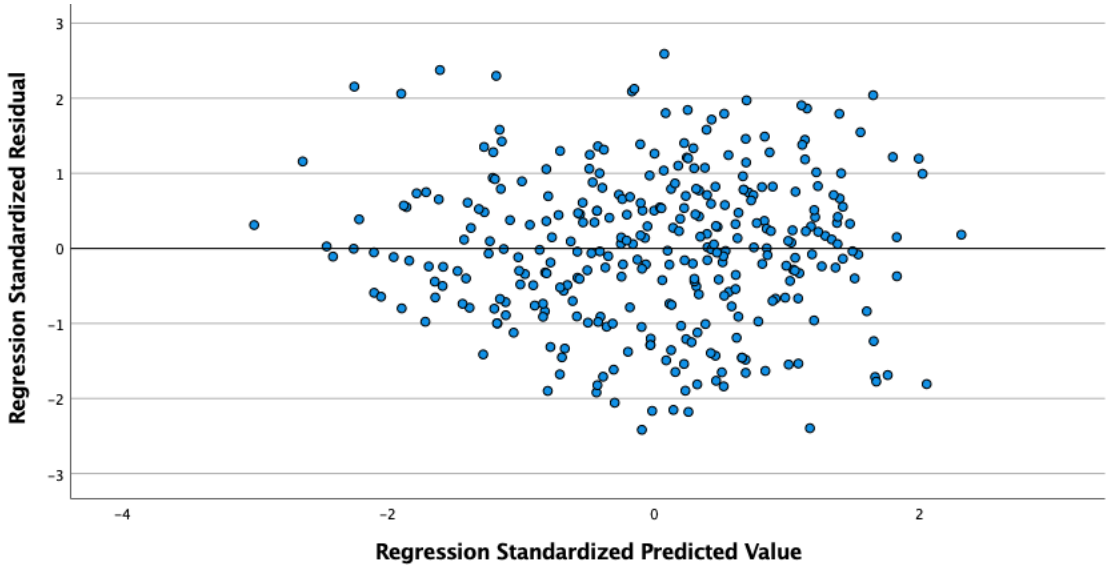

Figure 14. Homoscedasticity for the dependent variable flow

Finally, to test for autocorrelation in the residuals of the regression analysis, the Durbin-Watson statistic was calculated for the dependent variable flow. The obtained value was 2.04, which means that autocorrelation can be ruled out (Field 2017: 387).

The results of the multiple linear regression showed that the independent variables FLE (b = 10.35, β = .349, $t[324]$ = 7.25, $p < .001$) and boredom (b = -9.33, β = -.425, $t[324]$ = -9.12, $p < .001$) were reliable predictors of the proportion of time students spend in a state of flow: $F(3, 321) = 108.24$, $p < .001$. High levels of enjoyment, paired with low levels of boredom translated into a higher proportion of time students spend in a state of flow, explaining a variance of nearly 50% (R^2_{corr} = .498, $p < .001$). FLCA (b = -1.96, β = -.099, $t[324]$ = -2.40, p < .017) was excluded from the model as an unreliable predictor of flow. Figure 15 illustrates the findings.

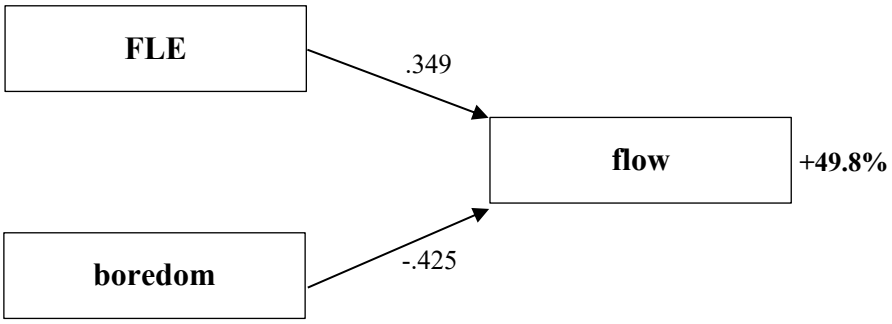

Figure 15. Results of the multiple linear regression analysis with the dependent variable flow

Trying to answer the question whether enjoyment, anxiety and boredom are predictors of the proportion of time students spend in a stage of flow, only FLE and boredom yielded statistically significant results. Figure 16 shows a scatterplot depicting the visual representation of the regression results.

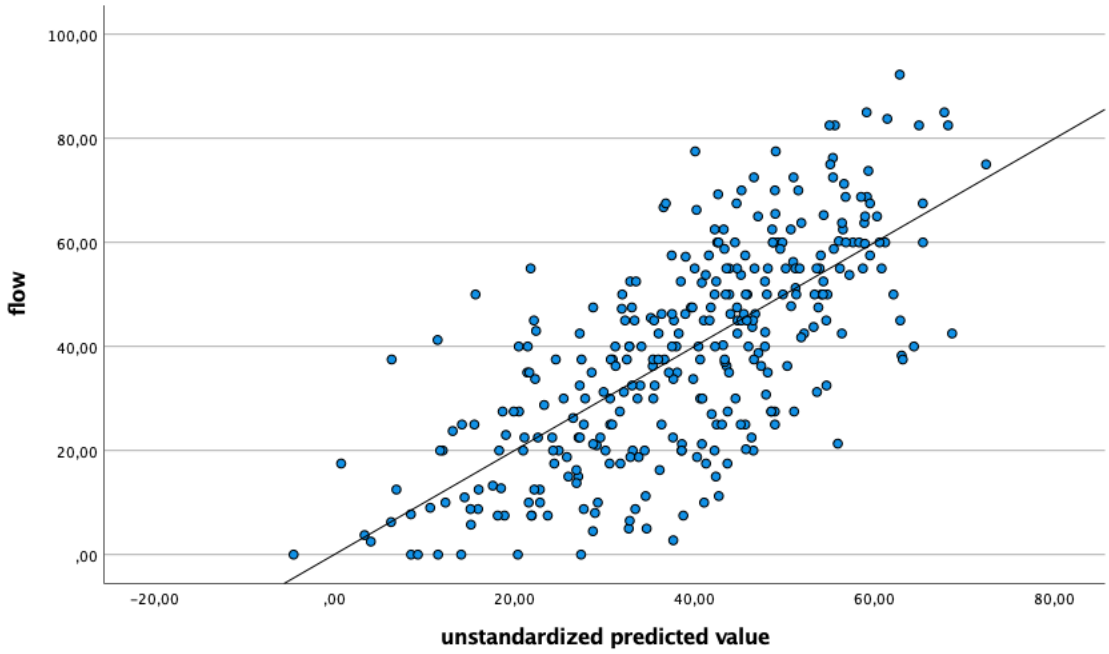

Figure 16. Scatterplot for the multiple linear regression analysis with the dependent variable flow

4.1.5 Prediction of students' engagement

Similar to the approach used to answer the previous research question, the mean score of the 23 items that were used to capture engagement was computed (M = 3.16, SD = 0.56, min = 1.65, max = 4.83, skewness = -.13, kurtosis = .03) (see Table 1).

Next, to again mitigate the issue of multicollinearity, the correlations among the variables were computed and are displayed in Table 5. A strong positive correlation between FLE and engagement (r = .416, p < .001) and a strong negative correlation between boredom and engagement (r = -.516, p < .001) could be detected. However, there was no significant correlation between FLCA and engagement (r = -.094 p = .088). Still, it is evident that the independent variables exhibit linear independence (Field 2017: 402).

Table 5. Correlation matrix of FLCA, FLE, boredom and engagement

Variable	*FLCA*	*FLE*	*boredom*	*engagement*
FLCA	-	-	-	-
FLE	-.278**	-	-	-
boredom	.123	-.535**	-	-
engagement	-.094	.416**	-.516**	-

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

Moving on, Figure 17 graphically displays that homoscedasticity can again be assumed.

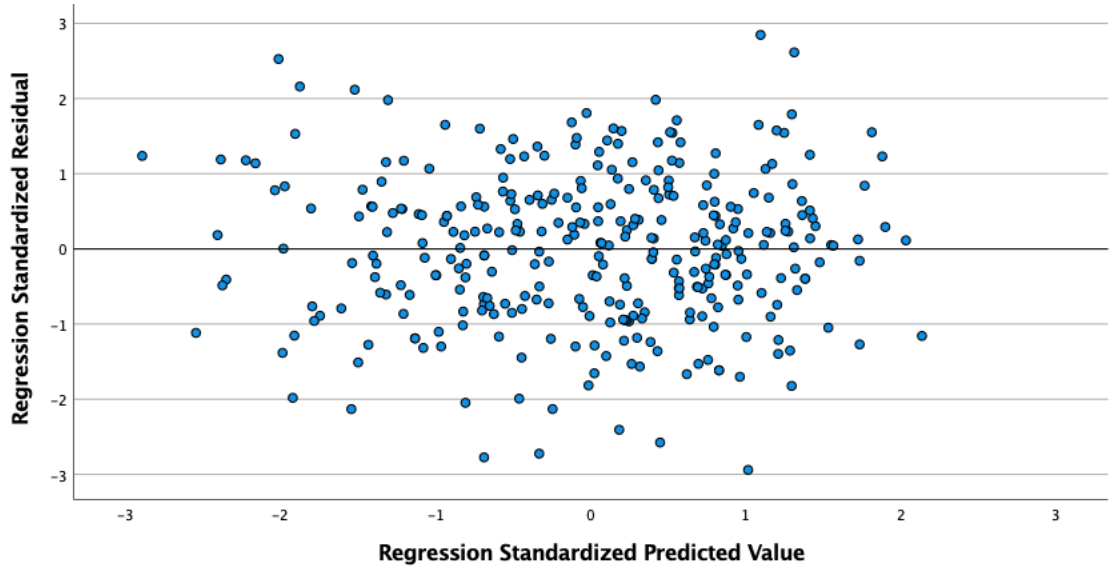

Figure 17. Homoscedasticity for the dependent variable engagement

Again, the Durbin-Watson statistic was calculated to test for autocorrelation in the residuals. The obtained value was 1.868, which means that there is no autocorrelation to be assumed (Field 2017: 387).

The results of the multiple linear regression indicated that the independent variables FLE (b = .16, $ß$ = .199, $t[327]$ = 3.48, p < .001) and boredom (b = -.25, $ß$ = -.412, $t[327]$ = -7.45, p < .001) were reliable predictors of engagement: F(3, 324) = 44.98, p < .001. Just like above, high enjoyment levels in combination with low boredom levels resulted in higher engagement, explaining a variance of nearly 29% (R^2_{corr} = .288, p < .001). FLCA (b = .012, $t[327]$ = 0.24, p < .811) was excluded from the model as an unreliable predictor of engagement, as illustrated by Figure 18.

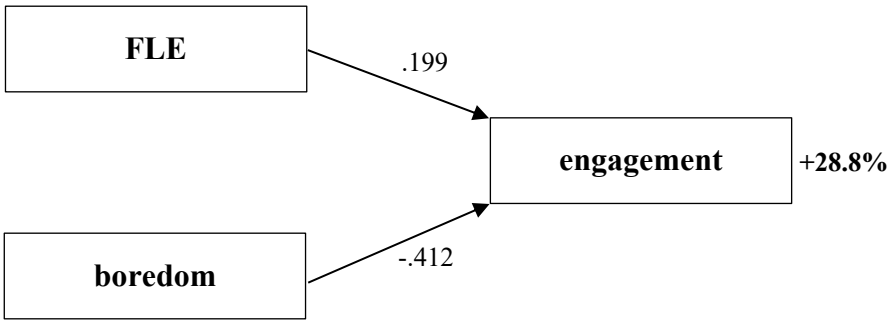

Figure 18. Results of the multiple linear regression analysis with the dependent variable engagement

Thus, regarding the question if enjoyment, anxiety and boredom are predictors of students' engagement, again only FLE and boredom yielded statistically significant results. The results for the computed regression are visualised in a scatterplot in Figure 19.

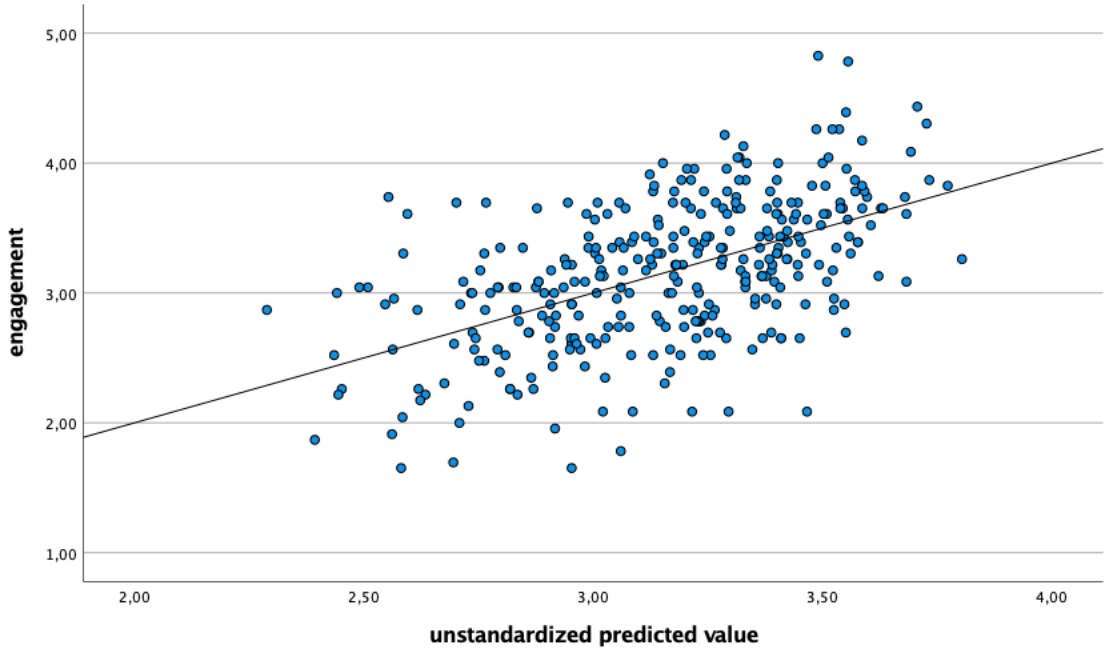

Figure 19. Scatterplot for the multiple linear regression analysis with the dependent variable engagement

4.2 Qualitative data

4.2.1 Characteristics of episodes of boredom in the EFL class

The participants described a wide variety of episodes of boredom within the foreign language. Therefore, attention was directed towards categorising the data into primary themes. To accomplish this task, content analysis was employed. This means that the "qualitative categories used in content analysis are not predetermined but are derived inductively from the data analysed" (Dörnyei 2007: 245). In other words, categories emerged from a careful reading of the responses. Before reporting the results of said analysis, it needs to be stated that the subcategories will not be explored exhaustively in this paper due to limited space which only allows outlining a sample of the responses.

In general, the response rate for the first open question was 86.28% (n = 283). As some participants mentioned numerous boring episodes within their EFL class, a total of 324 responses could be generated. However, 21 answers had to be excluded due to the fact that students did not answer the question accordingly, leading to a final number of 303 episodes. A classification was assigned to these episodes based on the following categories: a) uninteresting topics, b) standardised tasks, c) repetitive lessons, d) other, e) materials, f), teacher, g) presentations, and h) tiredness. Table 6 presents the main themes arranged in descending order of frequency along with their respective relative proportions.

Table 6. Main themes in the participants' feedback on boring episodes

Theme	***Frequency***	***%***
Uninteresting topics	71	23.43%
Standardised tasks	70	23.26%
Repetitive lessons	60	19.93%
Materials	28	9.30%
Teacher	27	8.97%
Presentations	9	2.99%
Tiredness	7	2.33%
Other	31	10.30%
TOTAL	303	100.00%

Table 6 clearly displays that the two most frequently mentioned categories were ‘uninteresting topics’ and ‘standardised tasks’, each representing nearly a quarter of the overall responses. Participant 46 summed up why certain topics are considered as uninteresting, leading to boredom:

> Themen, die für einen selbst nicht relevant sind und auch nur sehr situativ und sehr bestimmte Situationen beschreiben, die wirklich sehr selten auftreten und somit nicht wirklich wichtig sind. Man verspürt gewisse langeweile [sic] und wartet die Stunde ab oder macht etwas Anderes. [Topics that are not relevant to oneself and also only describe very situational and very specific situations that really occur very rarely and are therefore not really important. You feel a certain boredom and wait for the lesson or do something else.]

In fact, various topics, such as technology, energy resources, environment and inventions (see, for example, Participants 40, 43, 207) have been brought forward in this context. Moving on, the interviewees experienced the standardised tasks to be boring. This category can actually be further subdivided into the individual competencies Listening (13 mentions), Reading (10 mentions), Speaking (1 mention), Writing (7 mentions), Language in Use & Grammar (30 mentions) and one broad category not specifying the individual competence area (9 mentions).

Another recurrent theme was the repetitive character of the English lessons, accounting for nearly 20% of the mentioned episodes. Participant 10 described it the following way: “Es ist immer nur dasselbe. Lesen, Aufgaben, diskutieren. Lesen, Aufgaben, diskutieren. [It's always just the same. Reading, tasks, discussing. Reading, tasks, discussing]”. While Participant 59 felt that specifically the topics were “im Grunde immer dieselben [basically always the same]”, Participant 69 even criticised that they felt like even the whole English lesson repeated itself.

The category ‘other’ was devised as a very heterogenous one and represented around 10% of the mentioned boring episodes. Some participants felt underchallenged as they are usually “viel früher fertig als die anderen [finish much earlier than the others]” (Participant 218) and feel bored waiting for the others. Others perceived the comparison of tests and homework exercises to be too monotonous (see, for example, Participants 181, 247, 304).

An aspect that was perceived as equally boredom-provoking was the used materials in class. In this context, especially the use of the textbook was criticised, e.g., "Ich langweilige mich wenn wir Übungen im Buch machen, die wir viell [sic] schon können. [I get bored when we do exercises in the book that we often already know]". In addition, while Participant 262 felt bored and even "hilflos [helpless]" when watching a movie in English without subtitles, Participant 72 rather perceived "[e]ine Stunde, wo wir nur im Buch gelesen haben [a lesson in which we just read in the book]" as particularly exhausting.

The interviewees had also brought up the teacher as being an influential factor – making up nearly 9% of all the mentioned episodes – when it comes to boredom in the EFL class. For some it was the lack of interaction (i.e., Participant 295: "Lehrer redet vor sich hin ohne die Klasse einzubinden [teacher talks to himself without involving the class]") and the abundance of teacher talk (i.e., Participant 55: "[w]enn die Lehrerin zu lange redet [if the teacher talks too long]"). Others highlighted the "[m]onotones reden [sic] [monotone talking]" (Participant 34) of the pedagogue.

With 3% of the total number of episodes that have been mentioned by the students, presentations occupy the second to last place. For example, Participant 273 described the following situation: "Wir haben als vorbereitung [sic] auf die matura [sic] einige themen [sic] in form [sich] von Präsentationen behandelt. Das hat sich sehr in die Länge gezogen und wurde langweilig. [We covered some topics in the form of presentations as preparation for the matura. It was very drawn out and became boring]".

Finally, students reported tiredness as being a source of their boredom, making up around 2% of the total number of responses. Representative for seven students, Participant 179 reported that they slept too little and as a result was not attentive, resulting in boredom.

4.2.2 Characteristics of episodes of engagement in the EFL class

As mentioned above, it is again only possible to show a selection of the responses due to the space available. Overall, 284 out of 328 students (86.59%) answered the second open question. As some students mentioned various engaging episodes in their EFL class, a total of 338 responses was generated. Out of these, 12 had to be excluded as they did not answer the question, leading to a final number of 324 responses that had to be categorised accordingly.

These episodes were assigned to one of the following categories: a) discussions in the plenum, b) group activities, c) relevant topic focus, d) materials (media usage + games), e) speaking activities, f) other, g) language focus, and h) book talks. Table 7 displays the primary themes in descending order of frequency and their corresponding relative proportions.

Table 7. Main themes in the participants' feedback on engaging episodes

Theme	***Frequency***	***%***
Discussions in the plenum	86	26.54%
Group activities	56	17.28%
Relevant topic focus	49	15.12%
Materials (media usage + games)	39	12.04%
Speaking activities	35	10.80%
Language focus	13	4.01%
Book talks	12	3.70%
Other	34	10.49%
TOTAL	324	100.00%

As can be seen in Table 7, the first category 'discussions in the plenum' is especially prominent as more than a quarter of the episodes have been assigned to it. To put it in Participant 174's words: "Ich finde offene Diskussionsrunden am Interessantesten [sich], da man verschiedenste [sic] Vokabular verwenden kann und oft auch kontroverse Themen bespricht. Hier bin ich voll dabei und auch motiviert mitzuarbeiten. [I find open discussion groups the most interesting, because you can use a wide variety of vocabulary and often also discuss controversial topics. Here I am fully involved and also motivated to cooperate]".

This theme can actually be linked to the third devised category called 'relevant topic focus'. Amongst others, the following topics have been mentioned: jobs, friendship & drugs, racism, artificial intelligence, socially critical issues, migration, internet phenomena and climate change (see, for example, Participants 22, 28, 43, 59, 61, 208, 240, 268). Overall, participants reported to be more motivated when dealing with topics they were generally interested in and that are "relevant in [ihrem] Leben [relevant in their life]" (Participant 107).

Moving on, the second-most mentioned category comprises group activities and represents around 15%. Learners, such as Participant 126, describe these engaging episodes as follows:

> Wir besprechen Themen öfter in Kleingruppen über unsere Ideen zu Themen, beispielsweise ‚Wie Sport-Events eine Stadt beeinflussen'. Mir machen solche Arbeiten Spaß und ich fühle mich wohl mit meinen Klassenkollegen Englisch zu sprechen ohne dauernd vom Lehrer 'bewertet' zu werden. Außerdem mag ich es selbst Dinge auszuarbeiten, da man eine bessere Kombination zwischen Grammatik und Sprechen finden kann. [We often discuss topics in small groups about our ideas on topics, for example 'How sporting events affect a city'. I enjoy this kind of work and feel comfortable speaking English with my classmates without being constantly 'graded' by the teacher. I also like working things out myself as you can find a better combination between grammar and speaking].

In addition to small groups, some students also specifically mentioned that they enjoyed working in pairs, for example when writing a text (Participant 188) or when having a discussion (Participant 45).

Three categories (materials, speaking activities, other) each account for around 10% of the total number of engaging episodes. Starting with 'materials', two subthemes emerged, namely 'media usage' and 'games'. Participants particularly often (25 mentions) commented on "[Filme schauen [watching movies]" (Participant 86) and "[D]oku [sic] über ein aktuelles Thema [documentaries about a current topic] (Participant 27). In addition, they reported being highly engaged when teachers applied a game-based approach (e.g., Kahoot) (Participant 103) and/or used games to study English vocabulary, as Participant 258 describes.

Moving on to 'speaking activities', the students particularly appreciated creative methods such as role play (Participants 45, 70), sketches (Participants 47, 104, 267) and debates (Participant 22). To illustrate this further, Participant 267 puts it as follows: "Wenn wir einen kurzen Sketch aufführen müssen, da kann ich meiner Kreativität freien Lauf lassen. Da kann ich viel freier Sprechen [sic] und mache mir nicht so viele Gedanken was falsch sein könnte sondern rede einfach drauf los [When we have to perform a short skit, I can let my creativity run free. I can speak much more freely and don't think so much about what could be wrong, but just talk.]"

Again, the category 'other' subsumes various episodes that could not have been assigned to a specific category. While some participants commented on the engaging lessons held by a language assistant (see, for example, Participants 15, 203), others particularly enjoyed listening to their teacher talking about personal experiences related to the culture of English-

speaking countries (see, for example, Participant 37). Moreover, project-based work (Participant 75) as well as well as language trips (Participant 93) have been mentioned amongst others.

The remaining themes 'language focus' and 'book talks' have been mentioned fewer times by the students and only amount to around 5% each. Dealing with the 'language focus' category in more detail, some students reported that they specifically enjoyed the analysis of advertisements (see, for example, Participants 49, 55) and picture analysis (Participant 108). Others perceived vocabulary and Language in Use tasks to be engaging (see, for example, Participant 96).

Lastly, various students enjoyed "Bücher lesen und darüber diskutieren [reading books and discussing them]" as they found it "interessant die Sichtweisen der MitschülerInnen zu sehen und darüber offen reden zu können [interesting to see the views of fellow students and to be able to talk about them openly]" (Participant 153). One even noted that they would like to do more readings in class as they find it a pity "dass diese tolle Möglichkeit, Schüler für Literatur zu begeistern im Englisch-Unterricht nicht genutzt wird [that this great opportunity to get students interested in literature is not used in English classes]".

4.2.3 Most frequently experienced emotions in the EFL class

The last question of the study asked the students to indicate the top three emotions they experienced in their EFL class. Table 8 illustrates these results, alongside with three additional emotions that were mentioned most frequently. In sum, 296 out of 328 students answered the question at least partly, resulting in a total of 816 individual emotions that were grouped into the according categories. Interestingly, the number of positive and negative emotions mentioned was equally distributed, as three positive ones (joy, enjoyment, interest) and three negative ones (boredom, fatigue, stress) accounted for the top six emotions in the EFL classroom.

Table 8. Top 6 emotions in the EFL classroom

Emotions mentioned in connection with the EFL class	***Frequency***	***%***
Boredom	161	19.73%
Joy	86	10.54%
Fatigue	69	8.46%
Enjoyment	61	7.48%
Interest	51	6.25%
Stress	38	4.66%

Table 8 illustrates that boredom was overwhelmingly mentioned as the most common emotion (n = 161). In contrast, even the second-most experienced emotion, namely joy, only had about half the votes (n = 86). Places three and four were occupied by fatigue (n = 69) and enjoyment (n = 61). Finally, interest (n = 51) and stress (n = 38) were also mentioned relatively often by the students.

5 Discussion

5.1 Enjoyment and anxiety ratings in the EFL classroom (RQ 1)

This study contributes to the understanding of emotions and emotion-related concepts in the foreign language English classroom. In general, the students stated that they experienced considerably higher levels of enjoyment compared to anxiety, thereby answering the first research question. Indeed, these results of positive emotions outweighing negative ones can be considered as highly encouraging for language professionals, with positive emotions having been shown to have a long-lasting impact on individuals (MacIntyre 2016: 6). In contrast, with anxiety having held a rather negative position in the existing literature, it is important to note that negative emotions should not be regarded as entirely harmful. Resnik and Dewaele (2020a: 11) put it as follows:

> [R]ather than neutralising each other, moderate anxiety may actually feed into enjoyment in language classes. It may make learners' heart beat faster, it sharpens their senses, it makes them focus on the task at hand, comparable to walking on a rope (with a safety harness) at great height in full public view.

In short, this means that enjoyment and anxiety might occasionally collaborate instead of solely work against each other.

Additionally, the score distributions of Foreign Language Enjoyment showed less variation around the average compared to those of Foreign Language Classroom Anxiety. To put it simple, anxiety levels displayed a wider range of scores spanning the entire scale. In other words, these findings suggest that the participants generally exhibited rather consistent enjoyment levels in their language classes, while their levels of anxiety presented a more diverse range of experiences. These findings are in line with those from Dewaele and MacIntyre's seminal paper from 2014.

5.2 Dimension of Foreign Language Enjoyment (RQ 2)

The second research question investigated to what extent Foreign Language Enjoyment differed on the three dimensions FLE personal enjoyment, FLE social enjoyment and FLE teacher appreciation. In general, the most influential factor was FLE teacher appreciation. Interestingly, this result is in line with Dewaele, Franco Magdalena and Saito's (2019: 412)

argument that a teacher's amiable behaviour can be considered as the most influential element positively affecting Foreign Language Enjoyment. This means that when a teacher is friendly, approachable, and creates a positive classroom environment, the learning experience for students can be enhanced considerably. In addition, the findings of the present thesis align with the research conducted by Dewaele and MacIntyre (2016) that highlighted the importance of teacher acknowledgment in relation to Foreign Language Enjoyment. They also resonate with Dewaele and Dewaele's (2017) study that demonstrated that teachers play a pivotal role in determining the level of enjoyment students derive from their foreign language classes.

With teacher appreciation being an external variable related to language learning, the other dimensions social enjoyment and personal enjoyment can be regarded as the interpersonal aspects of the LL process. In general, with students finding pleasure in the process of language learning (i.e., FLE personal enjoyment), their overall educational experience can be enhanced, making it the second-most influential subscale. Despite the fact that language learning is a social process, "the enjoyment of the social interactions that take place and the social environment of the FL class as a whole" (Botes, Dewaele & Greiff 2021: 868) were ranked as least important by the students. To sum up, when considering FLE as a whole, the three dimensions form a hierarchical structure that determines their impact on FL learning.

At this point it needs to be mentioned again that the original scale by Botes, Dewaele and Greiff (2021) was slightly adapted to enhance the students' understanding when filling out the questionnaire. This is because one item loading on the FLE social enjoyment dimension ("Wir haben im Englischunterricht Insider-Witze [We have common legends]") was considered as rather ambiguous and difficult to translate into German. To ensure reliability of the adapted scale including the new item ("Wir haben gemeinsam Spaß im Englischunterricht [We have fun together in the English lesson]"), statistical analysis was conducted, providing highly satisfactory results.

5.3 Links between FLE, FLCA and boredom (RQ 3)

In order to shed light on the third research question, links between the three emotions that were studied in the thesis were investigated. As has already been demonstrated in previous studies (see, e.g., Dewaele & MacIntyre 2014; Resnik & Dewaele 2020a), a negative correlation between Foreign Language Enjoyment and Foreign Language Classroom Anxiety emerged. Despite the presence of this notable negative correlation between FLE and FLCA, their shared variance accounted for only 7.7% of the total, which is considered a very small effect size according to Cohen (1992: 82). Since the existence of a correlation between two variables does not imply a causal relationship, students who display high levels of FLE may also experience lower levels of FLCA. However, it is also plausible for these students to simultaneously experience high levels of enjoyment and anxiety, or even to experience no anxiety at all (Dewaele et al. 2016: 46). Therefore, the claims made by Dewaele and MacIntyre (2014: 261) that FLE and FLCA are "two independent emotions, and not opposite ends of the same dimension" are clearly supported by the present data.

In addition, students who enjoyed learning the foreign language more tended to show lower levels of boredom. This means that the collected data was able to provide scientific evidence for the intuitive assumption that bored students tend to enjoy classroom activities less (see, e.g., Li 2021; Li & Wei 2022). Furthermore, it confirms existing data on the highly significant negative link between FLE and boredom (see Dewaele, Botes & Greiff 2023: 471).

Interestingly, in contrast to the results obtained in Dewaele, Botes and Greiff's recent study (2023: 471), the present data does not suggest that learners who were more anxious also displayed significantly higher levels of boredom. Reasons for this discrepancy remain rather unclear. Drawing on the theoretical assumptions of the CVT, it can only be speculated that even though the participants were anxious, they still felt in control and acknowledged the classroom activities in the foreign language English lesson, therefore not causing another negative emotion, namely boredom, to evolve.

Regarding implications for the classroom that can be deduced from this theoretical input and discussion, teachers are advised to prioritise the promotion of students' enjoyment in the foreign language classroom instead of solely focusing on alleviating negative emotions. Dewaele et al. (2016: 57) added that while striving to create enjoyable learning environments, teachers need to recognise that some level of anxiety may coexist, particularly in

situations “where there are high stakes such as grades, public performances, or students' self-esteem”.

5.4 Learner emotions as predictors of flow (RQ 4)

The fourth research question sought to answer whether enjoyment, anxiety and boredom were predictors of the proportion of time students spend in a state of flow. Results showed that only the two emotions enjoyment and boredom were able to significantly predict the proportion of time students spend in a stage of flow, whereas no statistically significant effects could be found for anxiety. Indeed, enjoyment and boredom were able to explain nearly 50% of the total variance. This means that these two emotions account for nearly half of the variance in flow.

Turning towards the question why anxiety was no predictive factor in the analysis, the reason might lie in the fact that anxiety and flow correlated least with each other, whereas enjoyment and flow as well as boredom and flow showed very high correlations. Unfortunately, hardly any predictive analyses on the given variables have been conducted before, which complicated the theoretical classification. To the author’s knowledge, it was only Dewaele and MacIntyre (2022b: 19) who investigated whether FLCA and FLE – but not boredom – were able to predict flow. Their results are generally in line with the present findings as “FLCA was significantly less predictive of flow than FLE” (Dewaele & MacIntyre 2022b: 19). Still, it would be highly interesting to perform further research on this topic area to find out which other factors might be crucial to predict flow. For example, the emotion-related concept engagement might play a central role in the given context.

In addition to the role of enjoyment, anxiety and boredom in connection with learners’ experience of flow, a sub-question was concerned with the link between flow and boredom. To be precise, the question arose whether they can be considered as two poles of the same construct. Similar to the approach used by Dewaele and MacIntyre (2014: 241) when they tried to find out if enjoyment and anxiety were “like the two faces of Janus” or if they were “different […] concepts altogether”, a Pearson correlation was computed. Results showed that there was a highly significant negative relationship between flow and boredom ($r = -.626$, $p < .0001$). Thus, participants with higher scores on flow showed lower scores on

boredom. Considering the strength of this relationship, the extent of shared variation amounted to 32.2%, which is classified as a large effect size according to Cohen (1992: 82). Hence, it can be concluded that there is a strong connection between these two dimensions. However, as research is extremely scarce on the link between the given variables, further research is needed to back up these findings.

5.5 Learner emotions as predictors of engagement (RQ 5)

Similar to research question 4, the fifth one tried to find out if the emotions enjoyment, anxiety and boredom were predictors of students' engagement. Again, in contrast to anxiety, only enjoyment and boredom proved to be reliable predictors of students' engagement. Moreover, these two variables were only able to explain around 30% of the total variance. A possible explanation lies in the fact that anxiety and engagement do not correlate at all with each other, whilst enjoyment and engagement as well as boredom and engagement highly correlate with each other. Further, experiencing enjoyment has already been shown to be a strong indicator of achievement (see, e.g., Dewaele & MacIntyre 2014; Li, Dewaele & Jian 2020) and "[e]xisting studies have shown the predictive effect of behavio[u]ral engagement on academic achievement" (Kang & Wu 2022: 3). However, just like above, there is a lack of predictive analyses carried out on the three specific variables provided, which adds complexity to the interpretation of the data. Consequently, it is of utmost importance to conduct additional research on this topic as by delving deeper into the field, we can enhance our understanding and gain valuable insights into the variables that significantly influence the phenomenon at hand.

5.6 Characteristics of episodes of boredom in the EFL class (RQ 6)

In order to answer the sixth research question, the answers of the participants on particularly boring episodes in the EFL classroom were analysed. After having coded the responses, various themes emerged that could be considered to be causes or factors leading to boredom. The top answer students mentioned referred to dealing with uninteresting topics in the English lessons. In fact, the fact that boredom has arisen out of these situations seems highly plausible especially when linking the theme to the CVT theory. With students attaching little

value to certain topics and therefore not feeling personally invested, the value appraisal was low, leading to stronger feelings of boredom (Goetz et al. 2023: 152). These results are also in line with the ones by Li (2021: 328) who showed "appraisals of […] value" as antecedents of boredom.

In addition to that, students reported that they perceived standardised tests – such as Listening, Reading, Speaking, Writing and Grammar tasks – as well as presentations as unpleasant and boredom-evoking. The situation is particularly complex as mastering of these standardised tasks is necessary for the successful completion of the school leaving examination. This means that teachers are advised to find creative ways in order to motivate the students to participate. As such, the creation of meaning is vital to escape the feeling of boredom (see, e.g., Van Tilburg & Igou 2012: 182), i.e., students should try to find ways to enhance the personal value of the individual tasks.

In addition, participants also displayed a highly negative attitude towards the repetitive character of the individual English lessons, which resulted in them being demotivated to participate. Just like above, a low value appraisal probably resulted in the feeling of boredom (Goetz et al. 2023: 152).

Interestingly, students also blamed their teachers as well as the materials that had been created for them to be boredom-evoking. For example, they criticised teacher-centred lesson planning, the lack of motivation on part of the pedagogue as well as an excessive amount of the teacher speaking in class. As has been highlighted previously, these results are in line with the ones by Dewaele and Dewaele (2017), demonstrating the central influence teachers have on the students' experience in their FLE class. Furthermore, the students' urge to play an active role in the language classroom is reflected when criticising their teachers. Indeed, Resnik and Dewaele (2020b: 473) found that learners exhibiting a higher amount of autonomy also found their English classes to be more enjoyable – and therefore, less boring.

5.7 Characteristics of episodes of engagement in the EFL class (RQ 7)

The final research question focused on the themes that emerged in episodes in which the students felt particularly engaged in the foreign language English classroom. Again, after having carefully examined the coded responses, several patterns emerged as underlying causes to the experience of engagement.

As there are several studies focusing on the link between engagement and the influence of the teacher (see, e.g., Pan, Wang & Derakhshan 2023; Wu, Kang & Li 2023), it is quite surprising that no teacher-specific category could be devised based on the present data. However, even though participants did not explicitly mention the influence pedagogues had on their engagement levels, they highlighted various classroom activities, e.g., discussions in the plenum, group activities, materials, and speaking activities. Taking a closer look at these categories, all of the responses are related to lesson planning, which is in turn connected to the teacher themself. This means that the pivotal role of the teacher when it comes to fostering engagement has definitely been recognised by the participants in the present study.

Taking a look at the most-mentioned category when it comes to evoking boredom, i.e., uninteresting topics, the opposite is true for fostering the experience of engagement, i.e., relevant topic focus. By focusing on the realities of the students and tailoring the topics to their needs as far as possible, engagement can be strengthened (see also Mystkowska-Wiertelak 2022: 403). In fact, participants also considerably enjoyed discussions in the plenum more when they talked about topics that were relevant to them.

Further, working in groups was experienced as highly engaging by the participants. The productive character of collaborative learning in the SLA setting was summarised by Imai (2010: 287) as follows:

> [C]onsidering the members' accounts, the group's joint activity and goal setting were not solely cognitive transactions to accomplish the assigned task but considerably emotional as well, whereby the members acted toward bringing the change in their affective climate in the immediate learning environment.

In line with Imai's characterisation, students appreciated working on the respective tasks (i.e., cognitive component) as well as not being directly observed by the teacher, thereby allowing themselves to experiment with the language and overall enjoying the activities more (i.e., emotional component). Being able to express themselves more freely also held

true for the theme ‘speaking activities’ which was additionally considered as engaging by the students.

Finally, it needs to be mentioned that the presented results do not provide an attempt to generalise the situation regarding emotions and emotion-related concepts in the EFL classroom. Instead, every person who responded to the questions experienced the activities mentioned in a distinct setting. It is therefore necessary to stress that the perception of an event can vary between individuals, either evoking positive or negative emotions.

5.8 Limitations

Even though the study has been carefully devised, it is still subject to various limitations. To begin with, the sample composition lacks balance due to the overwhelming majority of female participants. This phenomenon is frequently observed in online surveys pertaining to second language acquisition, as mentioned in a study by Wilson and Dewaele (2010: 115). Moreover, there is a lack of representation of genders beyond the categories of male and female, which is why it would be highly interesting to account for these downsides in future studies.

Moreover, it should be noted that it is not possible to draw conclusions that can be generalised to other educational contexts due to the study’s exclusive focus on an upper secondary school setting. Hence, future research could explore a wider range of settings instead of solely concentrating on older students.

Another aspect that needs to be considered refers to the dynamic character of the emotions and emotion-related concepts that have been investigated. Since the thesis built on a quantitative study with only three qualitative questions, it only provides a brief overview of the current situation in the classroom but cannot assess the ever-changing aspects of emotional variables in the EFL classroom. To achieve this goal, a longitudinal research design would have to be applied in future research.

Lastly, it should be acknowledged that an additional constraint of this study is the inability to address all of the items encompassed in the survey within this discussion, which is especially true for the qualitative data. Nevertheless, the data collected has the potential to lay

the groundwork for future investigations on the topic of emotions experienced by upper secondary students in the EFL classroom.

6 Conclusion

The primary objective of this study was to establish connections between the emotions enjoyment, anxiety and boredom and the emotion-related concepts flow and engagement as these variables are vital for the success (or failure) of learning a foreign language. Overall, participants displayed higher enjoyment levels than anxiety levels in the EFL context, thereby confirming the findings of prior studies. Taking a closer look at Foreign Language Enjoyment, the three subscales were rather balanced, with FLE teacher appreciation having the most impact, followed by FLE personal enjoyment and FLE social enjoyment.

Moving on, even though a notable relationship was discovered between FLE and FLCA, the extent of shared variance was relatively limited, supporting previous findings that they are two different dimensions. Regarding the relationship between FLE and boredom, a high positive correlation was discovered, whereas no significant correlation could be identified between FLCA and boredom.

Further analyses revealed that the two emotions enjoyment and boredom were able to explain nearly 50% of the total variance of the proportion students spend in a state of flow. However, FLCA did not yield any significant effects. This was also true for the prediction of engagement. However, about 30% could be explained by the two emotions enjoyment and boredom.

As research is only in the infancy regarding boredom and engagement, the thesis tried to give students a voice by asking them about situations in which they felt particularly bored or engaged. After having coded the responses into themes, it was particularly interesting to observe that the choice of topic had a considerably impact on whether the students perceived an episode in their EFL class to be boring or engaging.

To reach a conclusion by trying to answer the introductory question what contributes to the success of language learning in the classroom and how teachers can create a conducive learning environment that supports their students, the answer seems so simple: Never underestimate the power of emotions.

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8 Appendix

8.1 Questionnaire

*

Liebe Teilnehmer*innen!

Mein Name ist Laura Mathilde Pabst, und ich studiere Englisch und Psychologie/Philosophie an der Universität Wien. Derzeit schreibe ich meine Masterarbeit (Master of Education). In dieser untersuche ich die Gefühle von Schüler*innen im Fremdsprachenunterricht Englisch.

Wenn du mindestens 16 Jahre alt bist, würde ich mich sehr freuen, wenn du dir die Zeit nimmst, an meiner Studie teilzunehmen. Es dauert nur etwa 15-20 Minuten, diese Umfrage auszufüllen.

Bedingungen:

· Die Teilnahme ist völlig anonym, und alle Daten werden absolut vertraulich behandelt.

· Die Auswertung der Fragebogendaten wird zum Zweck meiner Masterarbeit und möglichen daraus folgenden Publikationen verwendet.

· Die Arbeit kann veröffentlicht werden.

· Deine Person wird weder in der Ausarbeitung noch in einer eventuellen Veröffentlichung identifizierbar sein, und alle Namen von Personen werden gelöscht.

· Bei dieser Umfrage gibt es keine richtigen oder falschen Antworten.

· Du kannst die Studie jederzeit abbrechen.

Indem du auf die Schaltfläche "Weiter" klickst, bestätigst du, dass du über die Art der Studie ausreichend informiert wurdest und mit der Teilnahme an der Studie einverstanden bist.

Wenn du Fragen hast, wende dich bitte an mich: a11723764@unet.univie.ac.at

Vielen Dank für deine Teilnahme an meiner Studie und für deinen Beitrag zu meiner Masterarbeit!

Laura Mathilde Pabst

☐ Weiter

Demographische Fragen

Bitte beantworte die nachfolgenden Fragen über dich selbst.

Welchem Geschlecht ordnest du dich zu? *

- ○ Weiblich
- ○ Männlich
- ○ Divers
- ○ Möchte ich nicht sagen

Nationalität: *

Kurzantwort-Text

Das Bundesland, in dem du zur Schule gehst: *

Kurzantwort-Text

Sprachlicher Hintergrund: Welche Sprachen kannst du? (chronologische Reihenfolge von Geburt an; für deine erste Sprache L1, deine zweite Sprache L2 usw.; wenn du mehr als eine Erstsprache hast, weil du in einer mehrsprachigen Familie aufgewachsen bist: L1a, L1b, "können" bedeutet die Fähigkeit, zumindest eine einfache Unterhaltung in der Sprache zu führen)

Beschreibung (optional)

Erste Sprache L1a (= Muttersprache): *

Kurzantwort-Text

Erste Sprache L1b (= zweisprachig aufgewachsen):

Kurzantwort-Text

Erste Sprache L1c (= dreisprachig aufgewachsen):

Kurzantwort-Text

Fremdsprache 1:

Kurzantwort-Text

Fremdsprache 2:

Kurzantwort-Text

Fremdsprache 3:

Kurzantwort-Text

Fremdsprache 4:

Kurzantwort-Text

Fremdsprache 5:

Kurzantwort-Text

Wie viele Sprachen sprichst du insgesamt? *

- 1
- 2
- 3
- 4
- 5
- 6+

Welche Semesternote hast du im Zeugnis in Englisch gehabt? *

- Sehr gut
- Gut
- Befriedigend
- Genügend
- Nicht genügend

Für wie gut hältst du deine Englischkenntnisse allgemein? *

	1	2	3	4	5	
Sehr gut	○	○	○	○	○	Sehr schlecht

Wie oft benutzt du Englisch? *

	1	2	3	4	5	
Kaum jemals	○	○	○	○	○	Fast immer

Wie oft benutzt du Englisch mit Freund*innen/Familienmitgliedern? *

	1	2	3	4	5	
Kaum jemals	○	○	○	○	○	Fast immer

Wie würdest du deine Englischkenntnisse im Vergleich zu deinen Mitschüler*innen beschreiben? *

	1	2	3	4	5	
Viel schlechter als der Durchschnitt	○	○	○	○	○	Viel besser als der Durchschnitt

Spaß am derzeitigen Englischunterricht

(adaptiert von Botes, Dewaele & Greiff, 2021)

Denke an deinen derzeitigen Englischunterricht: In welchem Ausmaß stimmst du den folgenden Aussagen zu?

Beschreibung (optional)

1. Die Lehrperson im Englischunterricht ist ermutigend. *

	1	2	3	4	5	
stimme überhaupt nicht zu	○	○	○	○	○	stimme voll und ganz zu

2. Die Lehrperson im Englischunterricht ist freundlich. *

	1	2	3	4	5	
stimme überhaupt nicht zu	○	○	○	○	○	stimme voll und ganz zu

3. Die Lehrperson im Englischunterricht ist unterstützend. *

	1	2	3	4	5	
stimme überhaupt nicht zu	○	○	○	○	○	stimme voll und ganz zu

4. Ich lerne gerne Englisch. *

	1	2	3	4	5	
stimme überhaupt nicht zu	○	○	○	○	○	stimme voll und ganz zu

5. Ich lerne im Englischunterricht interessante Dinge. *

	1	2	3	4	5	
stimme überhaupt nicht zu	○	○	○	○	○	stimme voll und ganz zu

6. Ich bin stolz auf meine Leistungen. *

	1	2	3	4	5	
stimme überhaupt nicht zu	○	○	○	○	○	stimme voll und ganz zu

7. Wir haben eine gute Klassengemeinschaft im Englischunterricht. *

	1	2	3	4	5	
stimme überhaupt nicht zu	○	○	○	○	○	stimme voll und ganz zu

8. Wir lachen viel im Englischunterricht. *

	1	2	3	4	5	
stimme überhaupt nicht zu	○	○	○	○	○	stimme voll und ganz zu

9. Wir haben im Englischunterricht Insider-Witze. *

	1	2	3	4	5	
stimme überhaupt nicht zu	○	○	○	○	○	stimme voll und ganz zu

10. Wir haben gemeinsam Spaß im Englischunterricht. *

	1	2	3	4	5	
stimme überhaupt nicht zu	○	○	○	○	○	stimme voll und ganz zu

Foreign Language Anxiety im derzeitigen Englischunterricht

(übersetzt von Dewaele & MacIntyre 2016)

Denke an deinen derzeitigen Englischunterricht: In welchem Ausmaß stimmst du den folgenden Aussagen zu?

Beschreibung (optional)

1. Auch wenn ich gut auf den Englischunterricht vorbereitet bin, habe ich Angst davor. *

	1	2	3	4	5	
stimme überhaupt nicht zu	○	○	○	○	○	stimme voll und ganz zu

2. Ich habe immer das Gefühl, dass die anderen Schüler*innen Englisch besser sprechen als ich. *

	1	2	3	4	5	
stimme überhaupt nicht zu	○	○	○	○	○	stimme voll und ganz zu

3. Ich spüre mein Herz klopfen, wenn ich im Englischunterricht aufgerufen werde. *

	1	2	3	4	5	
stimme überhaupt nicht zu	○	○	○	○	○	stimme voll und ganz zu

4. Ich mache mir keine Sorgen darüber, im Englischunterricht Fehler zu machen. *

	1	2	3	4	5	
stimme überhaupt nicht zu	○	○	○	○	○	stimme voll und ganz zu

5. Ich fühle mich sicher, wenn ich im Englischunterricht spreche. *

	1	2	3	4	5	
stimme überhaupt nicht zu	○	○	○	○	○	stimme voll und ganz zu

6. Ich werde nervös und verwirrt, wenn ich im Englischunterricht spreche. *

	1	2	3	4	5	
stimme überhaupt nicht zu	○	○	○	○	○	stimme voll und ganz zu

7. Ich gerate in Panik, wenn ich ohne Vorbereitung im Englischunterricht sprechen muss. *

	1	2	3	4	5	
stimme überhaupt nicht zu	○	○	○	○	○	stimme voll und ganz zu

8. Es ist mir peinlich, in meinem Englischunterricht Antworten zu geben. *

	1	2	3	4	5	
stimme überhaupt nicht zu	○	○	○	○	○	stimme voll und ganz zu

Flow im derzeitigen Englischunterricht

(übersetzt von Dewaele & MacIntyre, 2021)

Wieviel Prozent der Zeit (von 0% = nie bis hin zu 100% = immer) während des Englischunterrichts…

Beschreibung (optional)

…… verlierst du jegliches Zeitgefühl? *

Kurzantwort-Text

… bist du total in die Materie vertieft? *

Kurzantwort-Text

… fühlst du dich erfüllt? *

Kurzantwort-Text

… fühlst du dich glücklich? *

Kurzantwort-Text

Langeweile im derzeitigen Englischunterricht

(übersetzt von Li, Dewaele & Hu, 2021)

Wie gut beschreiben die folgenden Aussagen dich selbst?

Beschreibung (optional)

1. Der Englischunterricht langweilt mich. *

	1	2	3	4	5	
stimme überhaupt nicht zu	○	○	○	○	○	stimme voll und ganz zu

2. Ich fange im Englischunterricht an zu gähnen, weil ich mich so langweile. *

	1	2	3	4	5	
stimme überhaupt nicht zu	○	○	○	○	○	stimme voll und ganz zu

3. Meine Gedanken schweifen im Englischunterricht ab. *

	1	2	3	4	5	
stimme überhaupt nicht zu	○	○	○	○	○	stimme voll und ganz zu

4. Ich bin nur körperlich im Klassenzimmer, während meine Gedanken außerhalb des Englischunterrichts umherwandern. *

	1	2	3	4	5	
stimme überhaupt nicht zu	○	○	○	○	○	stimme voll und ganz zu

5. Es ist schwierig für mich, mich im Englischunterricht zu konzentrieren. *

	1	2	3	4	5	
stimme überhaupt nicht zu	○	○	○	○	○	stimme voll und ganz zu

6. Die Zeit zieht sich im Englischunterricht in die Länge. *

	1	2	3	4	5	
stimme überhaupt nicht zu	○	○	○	○	○	stimme voll und ganz zu

7. Ich werde unruhig und kann es nicht erwarten, dass der Englischunterricht endet. *

	1	2	3	4	5	
stimme überhaupt nicht zu	○	○	○	○	○	stimme voll und ganz zu

8. Ich denke immer darüber nach, was ich sonst tun könnte, um die Zeit totzuschlagen, anstatt im Englischunterricht zu sitzen. *

	1	2	3	4	5	
stimme überhaupt nicht zu	○	○	○	○	○	stimme voll und ganz zu

Engagement in deinem derzeitigen Englischunterricht

(adaptiert von Handelsmann et al., 2005)

In welchem Ausmaß beschreiben die folgenden Verhaltensweisen, Gedanken und Gefühle dich in deinem Englischunterricht an der Schule?

1. Sicherstellen, dass ich regelmäßig lerne *

	1	2	3	4	5	
Überhaupt nicht charakteristisch für mich	○	○	○	○	○	Sehr charakteristisch für mich

2. Mir Mühe geben *

	1	2	3	4	5	
Überhaupt nicht charakteristisch für mich	○	○	○	○	○	Sehr charakteristisch für mich

3. Alle Hausaufgaben erledigen *

	1	2	3	4	5	
Überhaupt nicht charakteristisch für mich	○	○	○	○	○	Sehr charakteristisch für mich

4. Mich über die Lektüre auf dem Laufenden halten *

	1	2	3	4	5	
Überhaupt nicht charakteristisch für mich	○	○	○	○	○	Sehr charakteristisch für mich

5. Zwischen den Unterrichtsstunden die Notizen durchsehen, um sicherzustellen, dass ich den Stoff verstanden habe *

	1	2	3	4	5	
Überhaupt nicht charakteristisch für mich	○	○	○	○	○	Sehr charakteristisch für mich

6. Organisiert sein *

	1	2	3	4	5	
Überhaupt nicht charakteristisch für mich	○	○	○	○	○	Sehr charakteristisch für mich

7. Gute Notizen im Unterricht machen *

	1	2	3	4	5	
Überhaupt nicht charakteristisch für mich	○	○	○	○	○	Sehr charakteristisch für mich

8. Aufmerksam im Unterricht zuhören *

	1	2	3	4	5	
Überhaupt nicht charakteristisch für mich	○	○	○	○	○	Sehr charakteristisch für mich

9. Jeden Tag zum Unterricht kommen *

	1	2	3	4	5	
Überhaupt nicht charakteristisch für mich	○	○	○	○	○	Sehr charakteristisch für mich

10. Wege finden, um den Unterrichtsstoff auf mein Leben zu beziehen *

	1	2	3	4	5	
Überhaupt nicht charakteristisch für mich	○	○	○	○	○	Sehr charakteristisch für mich

11. Anwendung des Lehrstoffs auf mein Leben *

	1	2	3	4	5	
Überhaupt nicht charakteristisch für mich	○	○	○	○	○	Sehr charakteristisch für mich

12. Wege finden, um den Unterricht für mich interessant zu machen *

	1	2	3	4	5	
Überhaupt nicht charakteristisch für mich	○	○	○	○	○	Sehr charakteristisch für mich

13. Nachdenken über den Unterricht zwischen den Unterrichtsstunden *

	1	2	3	4	5	
Überhaupt nicht charakteristisch für mich	○	○	○	○	○	Sehr charakteristisch für mich

14. Den Stoff wirklich lernen wollen *

	1	2	3	4	5	
Überhaupt nicht charakteristisch für mich	○	○	○	○	○	Sehr charakteristisch für mich

15. Meine Hand im Unterricht heben *

	1	2	3	4	5	
Überhaupt nicht charakteristisch für mich	○	○	○	○	○	Sehr charakteristisch für mich

16. Fragen stellen, wenn ich die Lehrperson nicht verstehe *

	1	2	3	4	5	
Überhaupt nicht charakteristisch für mich	○	○	○	○	○	Sehr charakteristisch für mich

17. Spaß im Englischunterricht haben *

	1	2	3	4	5	
Überhaupt nicht charakteristisch für mich	○	○	○	○	○	Sehr charakteristisch für mich

18. Mich aktiv an Diskussionen in Kleingruppen beteiligen *

	1	2	3	4	5	
Überhaupt nicht charakteristisch für mich	○	○	○	○	○	Sehr charakteristisch für mich

19. Zu den Sprechstunden der Lehrperson gehen, um Aufgaben oder Tests zu besprechen oder Fragen zu stellen *

	1	2	3	4	5	
Überhaupt nicht charakteristisch für mich	○	○	○	○	○	Sehr charakteristisch für mich

20. Mitschüler*innen helfen *

	1	2	3	4	5	
Überhaupt nicht charakteristisch für mich	○	○	○	○	○	Sehr charakteristisch für mich

21. Eine gute Note erhalten *

	1	2	3	4	5	
Überhaupt nicht charakteristisch für mich	○	○	○	○	○	Sehr charakteristisch für mich

22. Gut in den Tests abschneiden *

	1	2	3	4	5	
Überhaupt nicht charakteristisch für mich	○	○	○	○	○	Sehr charakteristisch für mich

23. Zuversichtlich sein, dass ich lernen und in der Klasse gut abschneiden kann. *

	1	2	3	4	5	
Überhaupt nicht charakteristisch für mich	○	○	○	○	○	Sehr charakteristisch für mich

Offene Fragen

Beschreibung (optional)

Bitte beschreibe eine langweilige Episode in deinem Englischunterricht. Warum hast du dich dabei gelangweilt? Wie hast du dich gefühlt? Beschreibe die Situation bitte so detailliert wie möglich.

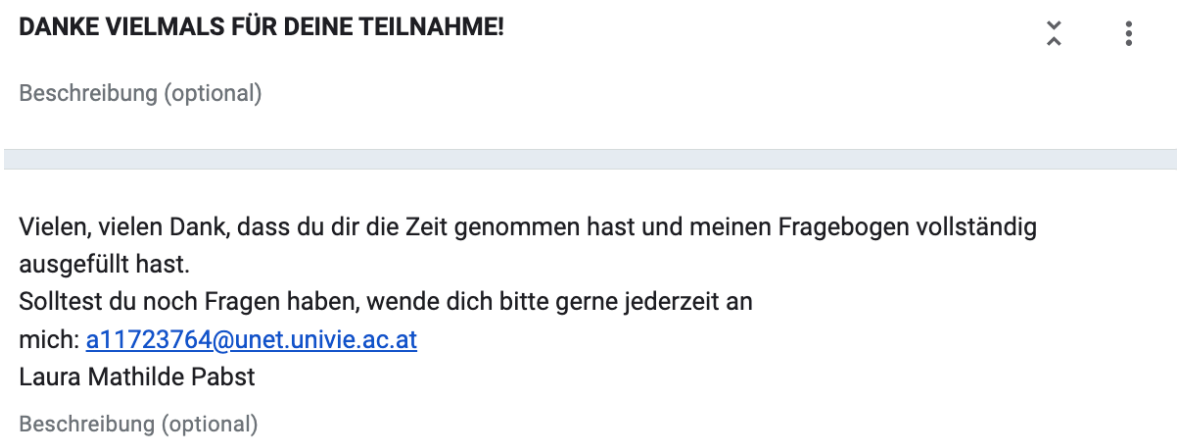
Langantwort-Text

Was war eine Episode in deinem Englischunterricht, die spannend war? Warum hast du dich engagiert gefühlt? Wie hast du dich gefühlt? Beschreibe die Situation bitte so detailliert wie möglich.

Langantwort-Text

Welche drei Emotionen empfindest du am häufigsten im Englischunterricht?

Langantwort-Text



8.2 English abstract

The present study investigates the application of the concept of Positive Psychology in the context of Second Language Acquisition (SLA) and explores upper secondary students' learner emotions and emotion-related constructs – namely Foreign Language Enjoyment (FLE), Foreign Language Classroom Anxiety (FLCA), boredom, flow and engagement – in the English classroom. In sum, 328 students from various upper secondary schools in Lower Austria and Vienna participated in the study. To assess Foreign Language Enjoyment, an analysis was conducted on the ratings of nine Likert scale items, as outlined by Botes, Dewaele and Greiff (2020). Foreign Language Classroom Anxiety was assessed using a set of eight items derived from the original Foreign Language Classroom Anxiety Scale (Horwitz, Horwitz & Cope 1986). Furthermore, the survey encompassed a scale to assess flow (Dewaele & MacIntyre 2022a), another one designed to measure boredom (Li, Dewaele & Hu 2023), and an adapted version of a scale by Handelsmann et al. (2005) that captured foreign language engagement. To gain a deeper understanding of the topic, open-ended questions were incorporated, enabling the students to share their experiences on boring and engaging situations in the English as a Foreign Language (EFL) classroom. Statistical analyses revealed that the learners experienced significantly higher levels of enjoyment than anxiety in the EFL classroom. In addition, a significant negative link between FLE and FLCA as well as between FLE and boredom was detected. The study also showed that enjoyment and boredom were reliable predictors of the dependent variables engagement and flow. The analysis of the qualitative data revealed that the choice of topic played a significant role in determining whether the students experienced boredom or felt engaged in their EFL lessons.

In addition, various other themes that were particularly boredom- or engagement-evoking could be deduced. To conclude, the thesis suggests that EFL classes elicit strong emotional reactions in learners. Finally, the present findings underline how crucial emotions and emotion-related concepts are in the EFL classroom and that their impact on successful language learning cannot be overstated.

8.3 German abstract

Die vorliegende Studie befasst sich mit der Anwendung des Konzepts der Positiven Psychologie im Kontext des Zweitspracherwerbs und untersucht die Lerner*innenemotionen und emotionsbezogenen Konstrukte von Oberstufenschüler*innen – nämlich *Foreign Language Enjoyment (FLE)*, *Foreign Language Classroom Anxiety (FLCA)*, *Flow*, Langeweile und Engagement – im Englischunterricht. Insgesamt nahmen 328 Schüler*innen aus verschiedenen höheren Schulen in Niederösterreich und Wien an der Studie teil. Um den Spaß an der Fremdsprache zu ermitteln, wurden die Bewertungen von neun Items der *Foreign Language Enjoyment Scale-Short Form* (Botes, Dewaele & Greiff 2020) ausgewertet. Die Angst vor dem Fremdsprachenunterricht wurde anhand von acht Items bewertet, die von der Skala für Angst vor dem Fremdsprachenunterricht (Horwitz, Horwitz & Cope 1986) abgeleitet wurden. Darüber hinaus umfasste die Umfrage eine Skala zur Bewertung von *Flow* (Dewaele & MacIntyre 2022a), eine weitere Skala zur Messung von Langeweile (Li, Dewaele & Hu 2023) und eine adaptierte Version einer Skala von Handelsmann et al. (2005) zur Erfassung des Fremdsprachenengagements. Um den Input der Teilnehmer*innen selbst zu gewährleisten, wurden offene Fragen eingebaut, die es den Schüler*innen ermöglichten, ihre Erfahrungen mit langweiligen und spannenden Situationen im englischen Fremdsprachenunterricht mitzuteilen. Die statistischen Analysen ergaben, dass die Schüler*innen signifikant mehr Freude als Angst im englischen Klassenzimmer empfanden. Darüber hinaus wurde ein signifikanter negativer Zusammenhang zwischen *FLE* und *FLCA* als auch zwischen *FLE* und Langeweile festgestellt. Die Studie ergab auch, dass Freude und Langeweile zuverlässige Prädiktoren für die Entstehung von Engagement und Flow sind. Die Analyse der qualitativen Daten ergab, dass die Wahl des Themas eine wichtige Rolle dabei spielte, ob die Schüler*innen Langeweile oder Engagement im englischen Fremdsprachenunterricht empfanden. Darüber hinaus konnten weitere Sujets abgeleitet werden, die besonders viel Langeweile oder

Engagement bei den Schüler*innen auslösten. Zusammenfassend lässt sich sagen, dass der englische Fremdsprachenunterricht starke emotionale Reaktionen bei den Lernenden hervorruft. Abschließend ist festzuhalten, dass die vorliegenden Ergebnisse unterstreichen, wie wichtig Emotionen und emotionsbezogene Konzepte im englischen Fremdsprachenunterricht sind und dass ihr Einfluss auf den Lernerfolg nicht hoch genug eingeschätzt werden kann.