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YABANCI DİL SINIFLARINDAKİ ÖĞRENCİLERİN YABANCI DİLDE KEYİF ALMA DÜZEYLERİ ÜZERİNE BETİMSSEL BİR ÇALIŞMA

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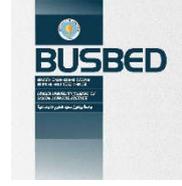
ÖZ

Bu mevcut çalışma, öğrencilerin yabancı dilden keyif alma düzeylerini belirlemek için yapılmıştır. Amaçlı örnekleme yöntemine göre seçilen katılımcılar, Türkiye'de bir üniversitede öğrenim görmekte olan 150 İngilizce öğrencisidir. Bu araştırma, karma yöntem araştırma deseninde tasarlanmıştır. Veri toplama aracı olarak ölçek ve bireysel yarı yapılandırılmış görüşmeler kullanılmıştır. Anketten elde edilen veriler tanımlayıcı ve çıkarımsal istatistiklerle, nitel veriler ise tümevarımsal içerik analiziyle analiz edilmiştir. Analizler sonucunda öğrencilerin İngilizce derslerinden orta düzeyde keyif aldıkları ve liseden mezun oldukları bölüme göre katılımcılar arasında anlamlı bir farklılık olmadığı tespit edilmiştir. Ayrıca tümevarımsal içerik analizi nitel verilerden türetilen ana kategorileri yabancı dilde keyif almada kişisel kaynaklar, yabancı dilde keyif almada çevresel kaynaklar ve yabancı dilde keyif almada öğretimsel kaynaklar olarak bulmuştur. Diğer bir deyişle, katılımcıların yabancı dilde keyif alma düzeylerinin kaynağı, katılımcıların kişisel, çevresel ve öğretimsel nedenleri içeren ifadelerine dayandığı bulunmuştur.

Anahtar Kelimeler: Yabancı dil öğreniminden keyif alma, Yabancı dil öğretimi, Tanımlama

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A DESCRIPTIVE STUDY ON FOREIGN LANGUAGE ENJOYMENT OF LEARNERS IN FOREIGN LANGUAGE CLASSROOMS

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ABSTRACT

This current study was carried out to find out learners' foreign language enjoyment levels (FLE). Participants chosen based on purposive sampling method were 150 EFL learners studying at a university in Turkey. The present study was designed as a mixed-method research design. A scale and individual semi-structured interviews were used as data collection tools. Data obtained from the questionnaire were analysed through descriptive and inferential statistics while qualitative data were analysed based on inductive content analysis. As a result of analyses, it was found that learners experience moderate level of enjoyment in their English classes and there is not a significant difference among participants based on the high school department from which they graduated. Inductive content analysis also found FLE personal, FLE environment, FLE instructional as main categories derived from the qualitative data. In other words, the source of the participants' level of FLE was found to be based on the participants' accounts, including personal, environmental and instructional reasons.

Keywords: Foreign language enjoyment, Foreign language teaching, Description

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1. INTRODUCTION

This for a long time, researchers have been busy carrying out research focusing on cognitive factors integrated with foreign language teaching and learning. However, emotions are too significant and compelling to ignore in the language learning process (Schutz & Lanehart, 2002). It has been revealed in research studies that emotions, whether positive or negative, are involved in every stage of learning. Recently, several studies have been conducted by taking place and influence of emotions in foreign language teaching and learning based on various variables. Before the emergence of Positive Psychology (PP), studies about emotions mostly revolved around problematic areas that influence students' learning processes negatively and lead to incomplete learning (Dewaele et al., 2017). In other words, in studies negative emotions and their effects on foreign language learning and teaching have been extensively investigated while positive emotions have not received adequate attention in the literature (MacIntyre, 2017; Dewaele & Li, 2020; Bown & White, 2010). Considering these, it can be inferred that positive emotions were behind the scenes in studies focusing on foreign language learning and teaching. Within the emergence of positive psychology (PP), MacIntyre and Gregersen (2012) began to include this field in applied linguistics. Therefore, the PP movement started to seem in applied linguistics studies (MacIntyre & Gregersen, 2012).

After this development, the idea that positive emotions can also be significantly effective as well as negative emotions and these should adequately be examined in educational research settings has become widespread. Then, second language acquisition researchers have expanded their research areas by focusing on not only positive emotions but also negative ones by carrying out studies dealing with them either separately or together (Dewaele & Li, 2020). According to Frederickson (2013), interest and attention should be paid to studies based on positive psychology because the high level of positivity in foreign language classes both facilitates learning and increases well-being. Also, MacIntyre and Gregersen (2010) argue that positive emotions function differently from negative ones in that the former facilitates learning while the latter debilitates it. In addition, Chen (2018) claims that positive feelings in the classroom result in better learning that encourages growth. Based on these, one of the primary positive emotions, foreign language enjoyment (FLE), is gaining scholarly attention for its role in improving foreign language acquisition and mental health (Li, 2021). As a result, this present study intends to further our understanding of foreign language enjoyment (FLE), a positive affective element that has been just recently introduced into the field of SLA and is undoubtedly a notion in need of more research. When the literature is reviewed, it was seen that the number of studies examining the level of enjoyment of a foreign language by language learners in Turkey is not many. Even it has been noticed in the literature that there is a lack of study examining the level of foreign language enjoyment of students enrolled in language programs of a state university. Therefore, this current study aims to fill that gap in the literature.

Previously, to enrol in a foreign language department of universities in Turkey, students had to graduate from a language department in high school. In other words, vocational high school graduates or students who graduated from the department of math, science or social sciences of Anatolian high schools could not enrol in language departments such as English language teaching, English language and literature and English translation and interpretation. However, after the last regulation, students who obtained sufficient grades but did not have the necessary English language background during their high school years were also entitled to enrol in the aforementioned departments. Academic background disciplines have been investigated considering a variety of aspects in higher education (Krause, 2014), for example, on teaching/learning beliefs (e.g., Nevgi et al., 2004), teaching/learning approaches (e.g., Hill et al., 2016), students' language use and discourse (e.g., Kuteeva & Airey, 2014) and students' emotionality (e.g., Sanchez – Ruiz et al., 2010). One of the things that remains largely unknown is whether FLE levels of students enrolled in language departments of universities vary depending on their academic disciplines that they had in their high school years. In addition to these, it has been figured out that few studies conducted in the higher education context focused on academic discipline that participants had in their high school years while deciding FLE levels experienced by learners when the literature is reviewed. Considering all of these, the present study firstly aims at discovering EFL learners' FLE levels. Then, it seeks to understand whether there is a statistically significant difference among participants based on high school departments from which they graduated. The last but not the least, it aims at revealing possible sources of FLE experienced by participants in foreign language classes. Such a research can lead to a better understanding of the nature of FLE and assist teachers by providing possible causes of FLE from different sources. Also, the finding of this mixed-method study might have significant implications for EFL learning and teaching in higher education institutions of Turkey.

Positive psychology has been studied in various ways, focusing on different areas in foreign language environments. For example, with quantitative methods, Lake (2016) researched positive psychology by associating it with foreign language learning. Realising the power of positive psychology, researchers started to conduct new research by including it in foreign language classes (Fresacher, 2016). For example, Fresacher (2016) integrated positive psychology in a foreign language context by exemplifying various kinds of activities and concluded that implementation of positive psychology led to better learning results. Among the concepts in positive psychology, Foreign Language Enjoyment (FLE) is a term which is used to describe as "a complex emotion, capturing

interacting dimensions of the challenge and perceived ability that reflects human drive for success in the face of difficult tasks" (Dewaele & MacIntyre 2016, p. 216).

Nemati et al. (2020) conducted a study focusing on the relationship between FLE and speaking anxiety in the Iranian EFL context. The firstly aimed to find out participants' FLE and speaking anxiety levels and figure out possible sources which lead participants to experience FLE and anxiety in class. In the end, they found that participants experience high level of FLE while their anxiety levels are low. Also, teacher, learning, class atmosphere activity-related factors were found to be determinants of FLE enjoyment. Most of the studies were conducted based on mixed-method methodologies. In addition to these, new methodologies such as the idiodynamic method and ecological momentary assessment were utilised (Boudreau et al., 2018; Elahi & Talebzadeh, 2018; Shirvan et al., 2020). They focused on the dynamic nature of the FLE and changes in FLE level. In Turkish context, Uzun (2017) conducted the first study investigating FLE levels of university students by using Dewaele and MacIntyre's (2014) scale and found out that students experience a high level of FLE and the number of people experiencing enjoyment is higher than those who experience anxiety in language classes. What is more, the study targeted discovering factors determining the participants' level of anxiety. As a result, "learning new things, collaborating with their peers including making jokes, demonstrating successful performance, being praised by the teacher and listening to the teacher's jokes" were found to be significant factors influencing participants' level of foreign language enjoyment (Uzun, 2017, p.15).

Also, Özer and Altay (2020) carried out a mixed-method study in the Turkish EFL context and tried to examine foreign language enjoyment and foreign language anxiety levels of Turkish EFL learners. As a result of quantitative analyses, she found that secondary school students as participants of the study experience high level of foreign language enjoyment while their anxiety levels are found to be at a moderate level. Additionally, FLE levels of students were found to be determinants of their anxiety levels.

As explicated before, there is a need for further studies focusing on FLE in Turkish EFL context. Bearing in mind this, the current study attempts to reveal EFL learners' foreign language enjoyment levels through the Foreign Language Enjoyment scale of Dewaele and MacIntyre (2014). Also, the current study aims at identifying sources of learners' foreign language enjoyment. In order to attain the aforementioned goals, this study revolves around the following research questions to which the study seeks to answer.

- 1- What is the EFL learners' current level of foreign language enjoyment in language classrooms?
- 2- Is there a significant difference among the learners based on the high school department from which they graduated?
- 3- What is the source of EFL learners' foreign language enjoyment?

2. METHODOLOGY

This chapter elaborates on research design, sampling, data collection tools, procedures for the data collection, analysis of the data obtained, ethical standards and limitations of the study.

2.1. Research Design

This study investigates foreign language enjoyment levels of learners learning English in a Turkish university context. Both quantitative and qualitative data were employed. According to Cresswell and Plano Clark (2018), employing quantitative and qualitative approaches simultaneously provides a better understanding of research problem. Thanks to collecting data through various methods, more reliable data can be obtained (Öztürk & Gürbüz, 2013). Parallel to this explanation, explanatory sequential mixed methods design was adopted in the study, which is one of the three basic types of mixed-method research design (Ivankova et al., 2006; Cresswell & PlanoClark, 2011). This type of mixed methods research design has two separate stages such as quantitative and qualitative. In other words, quantitative data were collected and analysed first. Then qualitative data are collected and analysed building on the first quantitative stage to have a deeper understanding of the phenomena under scrutiny (Cresswell, 2006; Cresswell, 2003).

2.2. Participants and Setting of the Study

Participants of the present study were 150 EFL learners studying at a state university. They were selected based on convenience sampling (Cresswell, 2012). Convenience sampling is a strategy through which participants are chosen based on their availability and their willingness for the study. All of the participants were native Turkish speakers, and they had been learning English as a foreign language. Their language backgrounds varied according to high school, even the department of high school from which they graduated. Related information will be mentioned in Table 1 in the results section. This study was carried out at an English preparatory program of a

university located in the eastern part of Turkey. This program is compulsory, and it aims at developing students' language competence levels. Nearly 120 students are enrolled in the program, and it includes an integrated course in which language is taught by integrating four skills, listening, speaking and writing courses. Additionally, the study was included in the language department of the same university. Although it has four successive classes, the study was carried out in the first class of the department.

2.3. Data Collection Tools and Procedure of the Study

In order to collect quantitative data, Foreign Language Enjoyment Scale developed by Dewaele and McIntyre (2014) was employed. The researcher also used individual semi-structured interviews as sources of qualitative data collection.

FLE scale developed by Dewaele and McIntyre (2014) was used to reveal foreign language development levels of participants in the study. The scale has 21 items in total. Participants were required to rate the items ranging from 1 "strongly agree" to 5 "strongly disagree" in a 5 – point Likert scale. According to Dewaele and McIntyre (2014), the Cronbach alpha coefficient value of the scale is .86, which means that the scale has a good level of internal consistency. English version of the scale was administered to the students.

As for the qualitative part of the study, individual semi-structured interviews were used. Interviewing is a way of data collection methods of qualitative research since it concentrates on personal lives, experiences, viewpoints, individual attitudes and perceptions (Cresswell,2013). Since it allows researchers to get a deeper understanding of the phenomena under scrutiny. Also, interviewing lets researchers ask further questions to participants so as to receive more detailed explanations which are in line with the purpose of the study. Since foreign language enjoyment is a subjective construct, in order to shed light on its sources researcher considered interviewing as a suitable way to collect data by probing into participants' minds. In order to formulate interview questions, the researcher reviewed the studies which are in line with the research questions of the current inquiry.

This study was carried out in the spring semester of the academic year 2020 – 2021. Since the Covid-19 pandemic, the whole procedure was conducted online. After receiving necessary legal permissions, participants filled in an online questionnaire. After the quantitative data collection process had ended, the researcher conducted online semi- structure individual interviews through Microsoft Teams. 15 students participated in interviews. Each interview lasted approximately thirty minutes, and interviews were recorded. After all of the interviews had been recorded verbatim, qualitative data were prepared for further analysis.

2.4. Data Analysis

The current study employed both quantitative and qualitative data. For the quantitative data, factor analysis was performed for the reliability studies of the data collection tool. KMO (Kaiser Meyer Olkin) and Bartlett test values were checked to test the suitability of the 21-item scale for factor analysis. The KMO value was found to be significant with a result of .822 and Bartlett's test result of 1044.035 ($p < .05$). These results show that factor analysis can be done on a scale. Cronbach's Alpha value was taken into account to measure the reliability of the scale. As a result of the reliability analysis, it was determined that the Cronbach's Alpha coefficient value of 21 items was found to be 0.76. This indicates that the reliability rate is suitable. According to the normality results of the data, it was decided that the data distribution was normal. For this reason, parametric tests were utilised to analyse the data. As it is stated before, FLE has two dimensions such as FLE social and FLE private. Both of the dimensions are included in the scale. However, quantitative data were analysed considering the 21 items as a whole rather than analysing them by dividing the items into categories. In order to answer the first and second research questions, descriptive statistics and inferential statistics were employed. In order to shed light on participants' general level of FLE, means scores and standard deviations were calculated through SPSS 21.

For the second research question aiming at finding out whether there is a statistically significant difference among participants based on their high school department from which they graduated or not, an independent sample T-test was calculated. As for the qualitative data, data were analysed through content analysis. Content analysis which is defined as "an approach to the analysis of documents and texts that seeks to quantify content in terms of predetermined categories and a systematic and replicable manner" (Bryman, 2012, pp 290-291). Researcher himself analysed the data manually. Firstly, the researcher transcribed the data verbatim. Next, he read the raw data repeatedly in order to immerse himself into data. Then the researcher separated the data into meaningful segments. After that, recurring words or phrases were determined throughout the text, and they were classified into codes, and then broader categories were formulated as a result of clustering patterns that emerged from the participants' accounts (Bhattacharjee, 2012; Babbie, 2007). Finally, overarching themes were created depending on the categories identified during the coding process.

According to Yıldırım and Şimşek (2013), in order to conduct research, procedural ethics should be applied, which starts with getting necessary legal permission from the institution. Therefore, the researcher first got legal permission from the ethics committee of the university. Then researcher prepared an informed consent form and sent it to the participants through e-mail. Moreover, participants were given as much information as possible about the scope of the study. For instance, the researcher explained the nature and procedure of the research purpose of it along with the roles of participants and researcher. How data will be collected and analysed what will be done with the study results are also explicated clearly to the participants. In addition to these, participants were guaranteed that research would be based on the information in the form, and they had the right to draw from the study without giving the researcher any reason. In order to enhance confidentiality and anonymity, the researcher did not include any section requiring giving personal information. As for the qualitative part of the study, research systematically tried to remove any elements which might indicate participants' identities. The researcher used codes for each participant when reporting the qualitative data.

Throughout the study, the researcher took different roles. Since data were collected online, the researcher's contact information was shared with the participants because qualitative studies naturally require researchers to come into continuous and intense contact with the participants (Cresswell, 2014). During online semi-structured interview sessions, the researcher took the roles of active listener and facilitator. Last but not least, the researcher committed herself to the meaning making process of the study.

3. FINDINGS

The main foci of the study are to describe learners' overall level of foreign language enjoyment and see whether there is a difference among students based on their high school departments. This part includes the results of quantitative and qualitative data analyses. Firstly, results derived from the quantitative analysis will be provided. One hundred fifty foreign language learners filled in the online FLE scale. Table 1 displays related information about students' gender and the high school department they graduated from.

Table 1.
Frequency Values of the Participants According to Their Genders and Their States of High School

Gender	Frequency	Percent	Total
Male	40	26,7	
Female	110	73,3	
Total	150	100	150
Groups	Frequency	Percent	Total
EFL	105	70	
The Others	45	30	
Total	150	100	150

Quantitative data were gathered through an online scale developed by Deweale and McIntyre (2014) to shed light on learners' foreign language enjoyment levels and find out a statistical significance among students considering their high school department if there is. As stated in the methodology part, it was found that data followed a normal distribution; therefore, parametric tests were administered.

The first research question which is "What is the EFL learners' current level of foreign language enjoyment in the language classroom?" aimed to find out learners' overall foreign language enjoyment levels. For this reason, descriptive statistics were administered to quantitative data. According to Dewaele and McIntyre (2014), if the mean score is above 3.50, it means that participants enjoy while they are learning the foreign language. As a result of descriptive statistics, mean value was found to be $M=3,77$ for the EFL group and $M=3,82$ for the Others. Table 2 below represents the results derived from descriptive statistics.

Table 2.
Mean of the Foreign Language Enjoyment of the Students According to Their Departments in the High School

Department	N	M	SD
EFL	105	3,77	,588
The Others	45	3,82	,570
Total	150		

Table 2 shows the results of descriptive statistics of the FLE scale. Based on the findings, it can be said that participants experience a high level of enjoyment while they are learning English (M= 3,79). After descriptive statistics had been applied, inferential statistics were administered to FLE data to reveal whether there was a statistically significant difference among learners regarding their high school department from which they graduated. As implied before, due to the latest regulations, students from vocational high schools or religious vocational high schools can study the language departments of a university so long as they pass the university exam. Naturally, their language backgrounds are different from students who are graduates of language departments of Anatolian schools. Keeping it in mind, an independent sample T-test was applied to quantitative data in order to see a difference, if there is any, among the participants in terms of their FLE levels. As indicated in Table 2, the mean scores of both groups were almost the same. When the results were analysed considering high school departments of students, it was seen that the values of both groups were almost similar. The mean score of the language department group was found to be 3.77 (M=3.77) while the mean score of the other departments group was found to be 3.82 (M=3.82).

Table 3.
T-test results of Two Items in the Questionnaire Regarding the Departments in the High schools from which the Students Graduated.

	Groups	N	M	SD	t	p
Item 20	EFL	105	3,45	,899	1,63	,037
	THE OTHERS	45	4,27	4,956		
Item 21	EFL	105	3,50	1,001	1,48	,037
	THE OTHERS	45	4,20	4,576		

As a result of analyses, it was seen that participants generally have enjoyment while learning a foreign language. Also, it was revealed that there was no statistically significant difference between the groups in any of the items when the items were compared on a group basis. Only two items were significantly different in favour of the other set of learners, $p < 0,005$. Percentage of the other departments group is higher when asked: Do you have common jokes or would you laugh while learning? The results were M=3.45 and 3.50 for the language department group, and 4.27 and 4.20 for the other departments group, respectively. The results of the two items that differed significantly between the groups are shown in detail in Table 3.

When the remaining items are examined in detail, it is concluded that the students in both groups generally enjoy language learning. It is one of the important items that many of the students do not feel boring at listening the lessons (M=3,47), feel valuable at the language courses (M= 3,70), think that they learn attractive information (M=4,21), feel important themselves while speaking a foreign language (M=4,52), do not afraid of making errors as it is a part of learning (M=4,42), and they feel happy as their teachers are encouraging, friendly and supportive (M=3,76; 3,56; and 3,69). Even the item with the lowest score, in which the expression of "I don't care about shameful mistakes" is asked, is seen above 3 points on the Likert scale (M=3,06). Moreover, the item with the highest score is M=4.52, with the answer I feel cool myself as learning a foreign language.

Table 4.

T-test results of All Items in the Questionnaire Regarding High School Departments from which Participants Graduated.

	DEPARTMENT	N	M	SD
1. I can be creative	EFL	105	3,92	,817
	Others	45	3,87	,944
2. I can laugh off embarrassing mistakes in Foreign Language	EFL	105	3,10	1,100
	Others	45	2,96	1,278
3. I do not get bored	EFL	105	3,45	1,135
	Others	45	3,51	,944
4. I enjoy it	EFL	105	4,13	,951
	Others	45	4,04	,824
5. I feel as though I am a different person during the Foreign Language class	EFL	105	3,39	1,275
	Others	45	3,42	1,177
6. I learnt to express myself better in the Foreign Language	EFL	105	3,67	1,025
	Others	45	3,89	,982
7. I am a worthy member of the Foreign Language class	EFL	105	3,72	1,079
	Others	45	3,69	1,240
8. I have learnt interesting things	EFL	105	4,25	,806
	Others	45	4,11	1,005
9. In class, I feel proud of my accomplishments	EFL	105	3,80	1,032
	Others	45	3,87	,944
10. It is a positive environment	EFL	105	3,86	1,060
	Others	45	3,78	,927
11. It is cool to know a Foreign Language	EFL	105	4,57	,842
	Others	45	4,40	,915
12. It is fun	EFL	105	4,23	,788
	Others	45	4,20	,894
13. Making errors is a part of the learning process	EFL	105	4,50	,774
	Others	45	4,24	,857
14. The peers are nice	EFL	105	3,66	,886
	Others	45	3,51	,920
15. The teacher is encouraging	EFL	105	3,82	3,088
	Others	45	3,62	1,193
16. The teacher is friendly	EFL	105	3,50	1,186
	Others	45	3,69	1,276
17. The teacher is supportive	EFL	105	3,68	1,236
	Others	45	3,71	1,290
18. There is a good atmosphere	EFL	105	3,71	1,007
	Others	45	3,78	1,185
19. We form a tight group	EFL	105	3,31	,993
	Others	45	3,67	,905
20. We have common “legends”, such as running jokes	EFL	105	3,45	,899
	Others	45	4,27	4,956
21. We laugh a lot	EFL	105	3,50	1,001
	Others	45	4,20	4,576

Third research question was formulated to find out factors contributing to participants' positive emotions during language learning. In order to have a deeper understanding the sources of participants' enjoyment in language classes, qualitative data were corroborated with the findings of the quantitative data. Data derived from the semi-structured interviews were analysed through inductive content analysis. Therefore, factors associated with FLE were revealed. Within this framework, various factors were mentioned by the participants as the sources of the FLE. Among these, three main themes were identified such as FLE Personal, FLE Environmental, and FLE Instructional.

Third research question was formulated to find out factors contributing to participants' positive emotions during language learning. In order to have a deeper understanding the sources of participants' positive emotions in language class, qualitative data were corroborated with the findings of the quantitative data. Data derived from the semi-structured interviews were analysed through inductive content analysis. Therefore, factors associated with FLE were revealed. Within this framework, various factors were mentioned by the participants as the sources of the FLE. Among these, three main themes were identified such as FLE Personal, FLE Environmental, and FLE Instructional.

FLE Personal: Data derived from the interviews revealed that participants referred themselves as the sources of FLE. That is, participants' personal attributions were found as one of the sources of their FLE. Throughout the data, "feeling of success in language learning, self-awareness of development in target language, personal effort for the improvement were exclaimed by the participants.

Among the categories, the most common one was self-awareness of development in target language. Nearly all the participants expressed that they enjoy learning the language because they come to realize the improvement in their competency level. The following extract exemplifies the situation better as:

P1: "I enjoy witnessing my development. When I see development, I enjoy, I get motivated and study more".

Also, most of the participants expressed that they get pleasure while learning the language when they are successful in language learning. What is more, nearly all of the students associated speaking accurately, fluently with a correct pronunciation and accent with success. That is it was claimed by the participants that they enjoy learning the language when they become successful in speaking English with accurate accent and pronunciation.

P4 says that "When I speak English fluently without hesitation and with a correct pronunciation and Accent, I become so happy. Language learning becomes more enjoyable".

FLE Environmental: Participants expressed that their enjoyment levels in language learning also depend on factors related to their immediate environment such as teacher, peers and other people. All of the participants showed teacher as the most crucial factor in determining their enjoyment in language learning. They indicated that teachers' supportive behaviour, quality of their relationships with students, their enthusiasm for teaching were the source of participants' FLE. The following extracts explain the situation as:

P.6: "Behaviours of the teacher are crucial. His actions, his wordings make me feel happy. Teacher should react to our performance so that we can understand that we are understood by him".

P.8: "There is an undeniable influence of teachers on students' motivation, performance, willingness to participate to the lesson and naturally enjoyment that they get from the language learning. If my relationship with my teacher is good, then I enjoy. Or else, I feel demotivated".

Second category is reaction of peers. All of the participants reported that reactions of their peers in class totally influence their enjoyment. Naturally, it was resulted in demotivation and lack of willingness to perform. They indicated that when they appreciate by their peers during lesson, they become happy. For example,

P10: "I have friends who are supportive. They also feel relax and enjoy while learning language. When I look at them I relax. They influence me positively. They are helpful, we can discuss on topics together. I enjoy."

However, peers can have debilitating influence on participants FLE. Nearly all of the participants said that when they were intervened and humiliated by their peers upon a mistake they made during speaking, they became demotivated and they did not get any enjoyment. The following extract exemplifies the situation:

P1: "While I am speaking in class, I sometimes get intervened by my friends. They make fun of me when I make a pronunciation mistake or whenever I feel humiliated, I get demotivated."

In addition to these, participants reported to get enjoyment when they are praised by other people such as their friends or family members. In other words, more than half of the participants received other people in their environment as source of their FLE. For example,

"Sometimes, my father comes across with an English word and calls me saying that 'come here my daughter. You know foreign language. Explain what it means to me.' When I have such experiences, I feel happy and motivated. So I enjoy learning a foreign language."

FLE instructional

Based on the qualitative data obtained from semi-structured interviews, a common view arrange the participants was that instructional related factors are at influential on their FLE. One of them is selection of activity. Almost all of the students declared that rather than grammar or translation based activities, the ones focusing on interaction, communication namely speaking skill increase their FLE. The following excerpt shows:

“I like speaking based activities because I enjoy speaking. When I communicate with my peers through English, or when I understand what they tell in English, I enjoy so much. I feel happy instead of activities focusing on memorisation, grammar, translation. I like interaction-speaking based activities.”

In addition to these, topics were found to be influential on students' FLE. Most of the students said that quality of the topics for discussion is important. Rather than topics which are abstract out of date and are not in line with students' needs, interest, have debilitating effect on students' FLE levels. Rather than such kind of activities, they reported to prefer interesting and authentic topics. The following extract states that for the discussions, topic is significant.

“Some topics are unattractive. They may be out of date. They may not be related to real life. When we are asked to talk about those topics, I do not want to speak at the lesson. We do not enjoy this process. If topics are interesting and related to real life, we can enjoy.”

4. DISCUSSION

First purpose of this study is to describe tertiary EFL learners' foreign language enjoyment levels. Then the study targets to find out whether there is a statistically significant difference among learners based on academic discipline that they had when they were at high schools. Finally, the current study attempts to reveal determinants of participants' FLE.

For answering the first research question which is “What is the EFL learners' current level of foreign language enjoyment in language classrooms?” In order to answer relevant question, online version Foreign Language Enjoyment Scale developed by Dewaele and McIntyre (2014) was administered to the learners. The obtained quantitative data were analysed according to descriptive statistics. According to the mean score obtained as a result of the analysis, it might be said that participants enjoy foreign language lessons to a high degree. This result is in line with what Dewaele and MacIntyre (2014) and Dewaele et al. (2018) found in studies. Considering this result, it can be said that participants have high level of motivation while learning the foreign language as MacIntyre and Vincze (2017) states that positive emotions, particularly joy and amusement, are connected with all factors related to language learning motivation, therefore a higher degree of foreign language enjoyment could indicate that individuals are motivated to learn English. Also, it could be interpreted that learners are willing to learn English because it was found that students have positive emotions while they are learning the foreign language. When considering the FLE based studies carried out in Turkish EFL context, this study has similar results with Uz's (2017) study. Both of them revealed that EFL learners who are enrolled in a university experience high level of FLE. Also, the current study has results which are in line with Ozer & Altay's (2021) study. Although both of the studies were conducted in different contexts, they have nearly similar results showing that foreign language learners experience enjoyment while they are learning the foreign language.

The second research question was related to participants' academic discipline that they had when they were at high school. Academic discipline has been investigated considering various constructs. As a result of the independent sample T-test, there is no statistically significant difference among learners. In other words, learners graduated from language departments, and learners who graduated from other departments such as math, social sciences, or students who are graduates of vocational high schools have similar levels of foreign language enjoyment. Based on this result, it might be inferred that learners' academic discipline in their high school years is not an effective factor determining their level of enjoyment. These results are almost similar to Huang and Jiang's (2022) study, one of whose aims is to find out whether academic discipline is a predictive factor determining learners' overall FLE level. Although the current study considered learners' high school academic levels while Huang and Jiang's (2022) study focused on learners' university academic discipline, both of them found no disciplinary predictive effect.

As for the general sources of FLE, semi-structured interviews were held. As a consequence of content analysis, FLE personal, FLE environment, FLE instructional were found to be the main sources of students' foreign language enjoyment levels. First of all, most of the participants expressed that teachers are one of the most important factors leading them to feel enjoyment during foreign language lessons. Dewaele and MacIntyre (2014) emphasise the importance of increasing classroom enjoyment by stating, “enjoyment might be the emotional key to unlocking the language learning potential of adults and children alike; if a teacher, parent, friend, or mentor creates an enjoyable context, they likely have gone a long way towards facilitating learning” (p. 261). Considering this, it can be said that teachers are responsible for creating a stress-free environment in which effective and positive teacher – student and student – student interactions take place. Moreover, students feel free while expressing themselves. Also, students reported that selections of activities and topics are also one of the critical determinants of their foreign language enjoyment levels. Based on participants' accounts, it can be inferred that the more interesting topic for the students, the higher the FLE levels will be. For this reason, while developing English textbooks and planning lessons, students' likes, dislikes, and interests should be taken into consideration.

In addition to these, participants reported that they feel enjoyment when they realise their development in foreign language learning. Also, it was found that when the participants witness their successes in the foreign language process, they also experience a high level of enjoyment. Therefore, it might be deduced that possible relations exist between language performance and FLE (Dewaele & Alfawzan, 2018; Dewaele & MacIntyre, 2014)

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