

Foreign Language Enjoyment and Anxiety in the Communicative Classroom

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Reference Data

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This study takes a mixed-methods approach to examine relationships between Foreign Language Enjoyment (FLE) and Foreign Language Classroom Anxiety (FLCA) among university-level Japanese English learners (n = 598) in a compulsory oral communication course. Analyses of survey data suggest that learners experienced more enjoyment than anxiety in their English classes, and that enjoyment was linked to positive attitudes towards English, higher self-reported level of proficiency relative to classmates, and more active use of English. Qualitative data gathered from learners suggested several sources of enjoyment, including peer interaction, in particular getting to know one another by speaking English, and a sense of accomplishment at being able to convey personal experiences, as well as several sources of anxiety, such as an inability to express one's meaning or to understand others' English and working with unfamiliar partners. Implications of these findings for increasing enjoyment and reducing anxiety in oral communication courses are discussed.

本研究は、大学の日本人英語学習者 (n=598) を対象とし、必修科目であるイングリッシュコミュニケーションコースでの外国語の楽しさ (FLE) と外国語教室不安 (FLCA) について、混合研究法を用いて検討する。調査データ分析から、学習者は英語クラスで不安よりも楽しみを感じ、その楽しみが英語に対するポジティブな態度、クラスメートと比較した習熟度の向上、より積極的な英語の使用と関連していることが示唆された。定性的データからは、仲間との交流、特に英語を話すことでお互いを知ることができること、自分の経験を伝えることができる達成感などの楽しみが示された。その一方で、自分の言いたいことが伝えられない、相手の英語が理解できない、慣れない相手と課題をするなどの不安があることも示唆された。これらの研究結果からコミュニケーションコースにおいて、学習者の楽しみを増加させ、不安を軽減することの意義について議論する。

Negative emotions, such as anxiety, have been the primary focus of research on affect in language learning up to the present (MacIntyre & Gregersen, 2012). With the introduction of positive psychology (MacIntyre & Mercer, 2014) to the SLA field, some of this focus has shifted to more positive emotions, such as enjoyment (Dewaele & MacIntyre, 2014). While enjoyment in language learning has been widely studied outside of Japan (e.g., Dewaele & Alfawazan, 2018; Dewaele, et al., 2019; Uzun, 2017), this emotion has yet to be extensively studied in the Japanese context (see Saito et al., 2018 for an exception), nor with university students in a compulsory English course. Furthermore, while several studies (e.g., Dewaele & MacIntyre, 2014; Jiang & Dewaele, 2019) have suggested that Asian learners differ from learners in other parts of the world in expressing more anxiety than enjoyment in English learning, this finding has not been confirmed among Japanese learners. This mixed-methods exploratory study attempts to address these issues by investigating relationships between enjoyment and anxiety in a cohort of Japanese university students enrolled in a compulsory English course and also examining learner reported sources of enjoyment and anxiety.

Literature Review

The role of learners' emotions on language learning outcomes has long been recognized (e.g. Dörnyei, 2005). Until recently, the study of emotions in SLA has focused on the role of emotions as limiting factors, primarily the negative impact of Foreign Language Classroom Anxiety (FLCA), rather than on the enabling power of more positive

emotions, such as joy and pride (Imai, 2010). However, interest in the impact of positive emotions on language learning has been on the rise since MacIntyre and Mercer's (2014) introduction of positive psychology to SLA. This follows broader movement in psychology towards the study of factors that allow people to flourish (Seligman, 2011).

Positive emotions bring a number of benefits to language learners. First, positive emotions enhance learners' ability to notice things in the classroom environment (Dewaele & Dewaele, 2017). This allows them to better grasp the L2 by increasing their cognizance of language input (Dewaele et al., 2017). On the social level, experiencing positive emotions encourages learners to take risks, explore and play. These actions help to build bonds between learners, increasing cohesion between class members (Dewaele & Dewaele, 2017).

One of the more extensively studied positive emotions is enjoyment. Since Dewaele and MacIntyre's (2014) original study, enjoyment, in the form of Foreign Language Enjoyment (FLE), has been linked to a number of positive outcomes such as willingness to communicate (Dewaele, 2019), motivation and language development (Saito et al., 2018), and exam performance (Dewaele & Alfawazan, 2018). FLE is affected by a number of learner-internal variables, with better attitudes toward English (Dewaele et al., 2017), higher proficiency levels relative to classmates (Dewaele & MacIntyre, 2014), and active use of the FL (Uzun, 2017), all predicting greater enjoyment. A range of sources for learner FLE have been reported, with some of the most common being, classroom activities (Dewaele & MacIntyre, 2014), realization of progress or authentic use of language (Dewaele & Alfawazan, 2018), and recognition by peers or teachers (Jiang & Dewaele, 2019).

FLE has been studied in a range of cultural contexts, e.g., England (Dewaele et al., 2017), Saudi Arabia (Dewaele & Alfawazan, 2018), Kazakhstan (Dewaele et al., 2019), China (Jiang & Dewaele, 2019); however, as of yet, only one study on FLE, Saito et al. (2018), has been carried out in Japan. In these studies, FLE has been investigated together with FLCA, and one interesting finding from this research is that while learners from most parts of the world reported more FLE than FLCA, Asian respondents reported the opposite, expressing more anxiety and less enjoyment than learners in other contexts (Dewaele & MacIntyre, 2014). In addition, much of the research on FLE has focused on higher-level learners (e.g., Dewaele et al., 2017) or with "good language learners" (Saito et al., 2018, p. 24). However, as Uzun (2017, citing Fryer et al., 2014) suggests, the affective states of learners in a compulsory English course may differ from those of more exemplary learners. This may be particularly true for Japanese university students,

the majority of whom are non-English majors with a relatively low-level of English proficiency.

This study attempts to address the gap in research on FLE in Japan and expand the knowledge base in this area by providing a deeper understanding of enjoyment and anxiety, examining their relationship in a single context, among a cohort of Japanese university students enrolled in a compulsory English course. This paper is framed by three research questions:

- RQ1. What is the relationship between FLE and FLCA among Japanese university learners enrolled in a compulsory English course?
- RQ2. What is the relationship between FLE, FLCA, learners' attitudes toward English, their relative level of English and the language skill they report using most often in class?
- RQ3. What are sources of enjoyment and anxiety reported by learners?

Methodology

Participants

A total of 598 students at a private university in Western Japan took part in this study (408 males, 189 females and 1 who did not indicate gender). The majority of participants were majoring in science related fields: Engineering (34.6%), Computer and Information Sciences (20.7%), Pharmaceutical Sciences (21.2%), Biotechnology and Life Science (17.4%). The level of the students corresponded to CEFR A2 and B1 on the basis of results from an internal placement test.

All participants were enrolled in a compulsory English communication course. There are three stated goals for the course: 1) talk and write in detail about personal experiences – achieved through a series of activities (termed Extended Monologues) in which students are expected to write short, past-tense narratives about their lives and make a recording of themselves reading them; 2) read simple English texts more quickly – achieved through a series of timed reading activities modeled on Nation and Malarcher's (2007) *Reading for Speed and Fluency*; and 3) talk about a variety of personal topics and subjects related to learners' academic field – accomplished through an extended conversation unit, where students practice short conversations on a variety of personal topics culminating in a 5-minute conversation-based speaking test conducted in small groups. In addition to these activities, students also complete a series of classes focused on teacher-supported self-study entitled the Self-Directed Learning Unit (SDLU).

SDLU is designed to increase learner agency and self-reflection regarding the language learning process. Students are required to identify language learning goals, are supported in creating study plans to help them achieve these goals, and then given freedom to study as they choose. After completing each plan students are required to reflect on their learning and adjust subsequent plans accordingly.

Data Collection Procedures

This study adopted a convergent design (Creswell, 2012), where quantitative and qualitative data were gathered concurrently. The two data sets were analyzed separately, and the results merged to provide a deeper understanding and validation of the findings. In this study, qualitative data was used to add depth to the results from Likert-scale items on the questionnaire. The content and design of this research project was approved by the center's review board.

The Google Forms platform was used to collect data. The first section of the questionnaire included a description of the purpose of the research and asked for participants' informed consent, clearly stating in Japanese that those not wishing to participate could do so simply by not submitting the form. The second section of the survey asked participants to provide their gender, student number and department. Next, students were asked to rate their attitude toward English on five levels from *very unfavorable* to *very favorable*, with the midpoint being *neutral*. Respondents reported their relative level of English using five levels, from *far below average* to *far above average*. Learners were also asked which of the four skills they felt that they used the most in class. These three variables were chosen as each has been linked to both FLE and FLCA, as noted above. To measure learners' positive emotions, 12 of the highest-loading items from Dewaele and MacIntyre's (2016) study on the dimensionality of the Foreign Language Enjoyment Scale were chosen. To measure negative emotions, 6 of the 8 items from a shortened version of the Foreign Language Classroom Anxiety Scale (Dewaele & MacIntyre, 2014; 2016), were chosen. The omitted two items were both reverse-scored items, a factor which has been shown to affect the scoring of self-report measures (e.g., Rodebaugh et al., 2007). Both measures employed a six-point Likert-scale (1 = *strongly disagree*; 6 = *strongly agree*). Finally, learners were presented with two open-ended questions (adapted from Dewaele & Alfawazan, 2018) asking them to describe in as much detail as possible one enjoyable experience from their English class, and one experience that made them feel anxious. All items were presented in Japanese (see Appendix).

Results

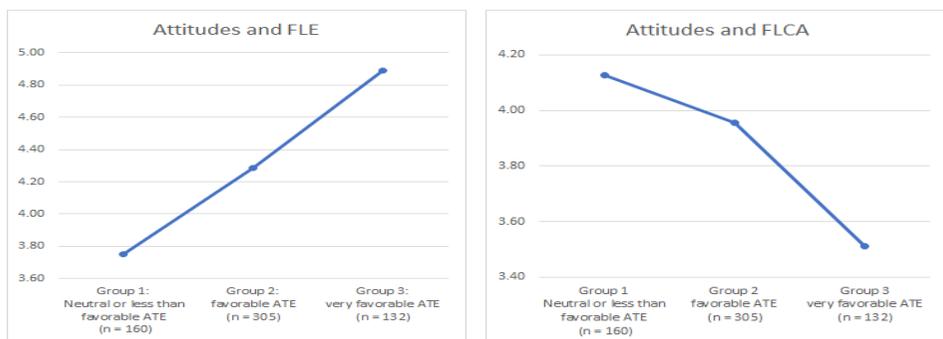
Quantitative Data

Initially, average scores for FLE ($M = 4.28$, $SD = .783$) and FLCA ($M = 3.90$, $SD = 1.001$) were calculated. One-sample Kolmogorov-Smirnov tests were used to determine if the scores were normally distributed. Results for FLE ($Z = 1.029$, $p = .240$) and FLCA ($Z = 1.158$, $p = .137$) revealed no significant deviations from normality, and thus parametric tests were employed to answer research questions 1 and 2.

To examine the relationship between FLE and FLCA (RQ1), Pearson correlation was used. This test showed a negative correlation ($r(598) = -.124$, $p = .002$) between FLE and FLCA, similar to the findings of past research in other populations (e.g., Dewaele & MacIntyre, 2014; Jiang & Dewaele, 2019). While significant, the two shared only 1.5% of variance, indicating a very small relationship between the two (Plonsky & Oswald, 2014). A paired t-test employed to determine differences between learners' FLE and FLCA scores showed that learners reported significantly more FLE than FLCA ($t(597) = 6.742$, $p < .001$), with a small effect size ($d = .41$; Plonsky & Oswald, 2014). This differs from findings in Dewaele and MacIntyre's (2014) original study, where Asian respondents reported more anxiety than enjoyment, and in Jiang and Dewaele (2019), where Chinese university students also reported greater anxiety.

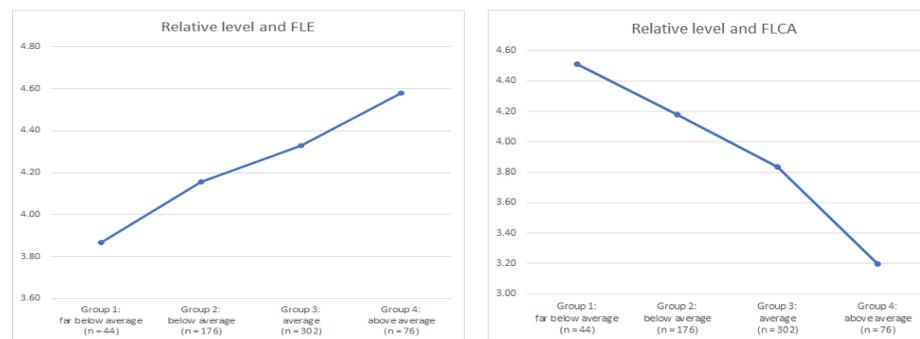
One-way ANOVAs were used to examine the relationship between FLE, FLCA, learner's attitude toward English, their relative level, and the language skill they reported using most often in class (RQ2). For learner's attitude toward English, only 17 learners reported unfavorable attitudes, and so these were grouped together with learners reporting a neutral attitude, resulting in three groups (Figure 1). ANOVA showed significant differences between the three groups for FLE ($F(2,594) = 102.43$, $p < .001$) and FLCA ($F(2,594) = 15.12$, $p < .001$). Post-hoc comparison using Games-Howell test (due to differences in group size and unequal variance; Field, 2018) revealed that learners with more favorable attitudes tend to report greater FLE and less FLCA (Figure 1).

Figure 1
Differences in FLE and FLCA based on Attitude toward English



Regarding learners' relative level, as only 12 learners self-reported as *far above average*, these were combined with those reporting *above average*, resulting in four groups (Figure 2). ANOVA revealed significant differences between the groups for FLE ($F(3,594) = 10.12, p < .001$) and FLCA ($F(3,594) = 25.31, p < .001$). While in general, higher-level learners reported more enjoyment and less anxiety, Hochberg GT2 post-hoc tests (due to unequal group sizes; Field, 2018) showed less clear differences between the four groups. In terms of FLE, there was a significant difference between the highest group and the two lowest groups, but not between the average and below average group, or between the two lowest groups themselves. For FLCA, the trend was clearer, with the two lowest groups reporting significantly more anxiety than the highest groups. Scores for the two higher groups, however, were not significantly different.

Figure 2
Differences in FLE and FLCA Based on Relative Level



When learners were divided into four groups on the basis of the skill they reported using the most in class, ANOVA did not reveal any significant differences in FLE ($F(3,594) = 2.51, p = .058$) or FLCA ($F(3,594) = 1.99, p = .113$) scores among the four groups (Figure 3). However, when learners were merged into two groups – those who reported using productive skills and those who reported using receptive skills – an independent t-test revealed a significant difference between scores in FLE and FLCA (Table 1). The effect sizes for these differences were medium for FLE ($d = .77$) and large for FLCA ($d = .98$). These results parallel those of Uzun (2017), who found that active use of L2 was tied to greater enjoyment.

Figure 3
Differences in FLE and FLCA Based on Skill used in Class

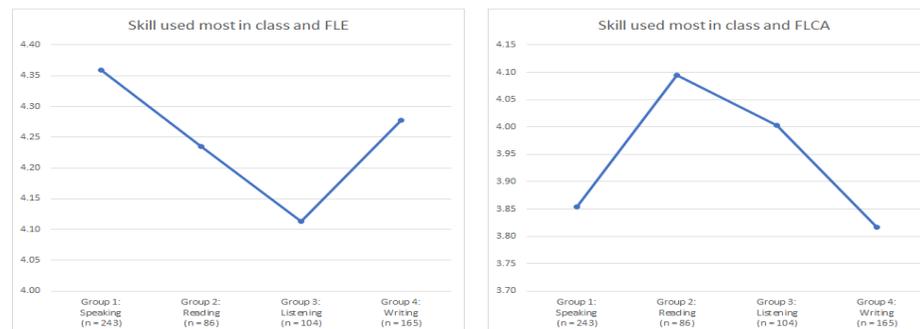


Table 1
Differences in FLE and FLCA between Learners who Reported using Productive or Receptive Skills

	productive skills group (n = 408)		receptive skills group (n = 190)		t	df	p
	M	SD	M	SD			
FLE	4.33	.799	4.17	.737	2.23	596	.022*
FLCA	3.84	1.04	4.04	.916	2.34	596	.020*

* $p < .025$ (Bonferroni correction applied)

Qualitative Data

In addition to the Likert-scale items targeting FLE and FLCA, there was space in the questionnaire for respondents to describe an enjoyable aspect of their English class and an aspect which engendered feelings of anxiety. While our quantitative data describes the relationships between FLE, FLCA and other variables within the surveyed classes, this qualitative data is key to identifying sources of enjoyment and anxiety. The open-ended questions were not compulsory, and many students gave no response or a severely limited one. Other students, however, gave considered and detailed responses which help to elucidate the quantitative data gathered and provide a basis for classroom practice recommendations designed to reduce classroom anxiety and increase enjoyment. During analysis, the Japanese responses were categorized taking a data-driven coding approach (Gibbs, 2007). Responses were initially machine translated from Japanese to English. These translations were reviewed by the authors and a Japanese colleague. It is acknowledged that there are limitations to machine translation, however it was considered that the short, relatively simple passages being translated combined with a review was sufficient for accurate categorization of responses. Further, it is important to note that these categories were not designed to be definitive; for many responses there is significant overlap between categories and it is assumed that there are many other factors behind FLE and FLCA which are not mentioned. However they are useful in identifying those aspects of classes which are considered enjoyable or anxiety inducing by a significant portion of the student body.

Foreign Language Enjoyment

Out of 598 respondents, 283 described an enjoyable element of their English classes which could be reasonably categorised. Following initial analysis, these responses were assigned to one or more of the following categories: *Specific Classroom Activity*, *Social Interaction*, *Mastery or Improvement of Language Skills*, *Learner Agency*, *Authentic Use of English*, and *Teacher Skill or Recognition* (Table 2). Of these categories *Specific Classroom Activities* and *Social Interaction* were identified as particularly noteworthy based on both the number of responses and the level of detail given in responses within those categories.

Table 2
Categories of FLE and Number of Tokens for each Category

Category	Number of Tokens
Specific Classroom Activity	169
Social Interaction	84
Mastery or Improvement of Language Skills	32
Learner Agency	20
Authentic Use of English	6
Teacher Skill or Recognition	5

Unsurprisingly, interactive and gamified activities such as *Kahoot!* quizzes or vocabulary study using *Quizlet Live* featured heavily in enjoyment responses although often within responses that were quite limited in content. Many students mentioned the extended monologue activities in which they wrote about their lives and recorded their voice as an enjoyable classroom experience, often describing this enjoyment in terms of improvement with their English skills or as a chance to learn about classmates' lives, underlining the overlapping nature of many of the categories. Other responses categorized as *Specific Classroom Activity* also pointed to the SDLU course component as particularly enjoyable. Some respondents felt it was "good to be able to study what [they] wanted to do" and it seems that having a sense of agency over learning may be a key source of FLE for some students.

The category of *Social Interaction* was typified by comments which mentioned group work, talking with partners, and learning about classmates' lives. Many comments

suggest that learning English with peers was a significant source of enjoyment, for example “*the class has become closer and friends have increased*” and “*I was able to learn while laughing with my friends and it was a fun experience.*” Making use of this social aspect of English class, and in particular the opportunities for students to use a second language to interact in ways which they may not normally, could be a valuable means of increasing foreign language enjoyment within communicative classes, although our research suggests that group work may also represent a source of anxiety for some students, as discussed below.

Foreign Language Classroom Anxiety

Slightly more than half of the participants, 322, provided a response to the question regarding sources of anxiety. Of these, 64 respondents commented that nothing in particular caused them anxiety. The remaining 258 responses were analysed considering the following categories: *Specific Classroom Activity, Reading, Writing, Speaking, Listening, Grammar/Accuracy, Pronunciation, Social, Teacher Issues, and Assessment* (Table 3), and among these, three notable categories were identified: *Speaking, Listening, and Grammar/Accuracy*

Table 3
Categories of FLCA and Number of Tokens for each Category

Category	Number of Tokens
Speaking	101
Specific Classroom Activity	48
Grammar/Accuracy	47
Listening	42
Writing	33
Social	29
Lack of knowledge/English skill	26
Reading	18
Teacher issues	15
Pronunciation	14
Assessment	5

A total of 101 responses specifically mentioned speaking as a source of anxiety, by far the most often cited activity. As above, the amount of detail in these comments varies - some respondents simply wrote “*Speaking*”, while others went into depth, such as “*To speak English in front of the teacher and other people when I cannot think of the word I want to say.*” A closer look at the comments offering greater detail revealed that students tend to be concerned with pronunciation and poor grammar as impediments to their speaking ability. In addition, a number of comments also noted that it was difficult to think of what to say when “*put on the spot*” to speak in groups or when called on by the teacher. This is similar to Jiang & Dewaele’s (2019) findings in their study on Chinese university students, where categorized responses to an open-ended question on FLCA included fear of failure and negative evaluation, bad language performance, and speaking without preparation. While we chose to categorize our responses into more specific, skills-based categories, the content of responses displays a marked similarity to that in Jiang and Dewaele (2019).

The second most often cited source of anxiety, aside from specific classroom activities, is the category *Grammar/Accuracy*. As shown in Table 3, a total of 47 instances were categorized as expressing this source of anxiety. This appears to be true not only when speaking, “*I am nervous my partner can’t understand me because I do not know the grammar,*” but also when writing, “*It was difficult to write, I was keenly aware of my lack of grammar.*” This is not surprising in a Japanese context where, during junior and senior high school, emphasis is often placed on grammatical accuracy for good performance in English examinations. Due to the prominence given to grammatical knowledge in these learning environments, as well as in common English proficiency tests such as the Eiken, Japanese English-learners may associate grammatical errors with failure and as evidence of low English ability even when they are not impediments to L2 communication, as has been shown in previous research within our university (e.g., Bollen & Faherty, 2016).

Lastly, there were 42 comments specifically mentioning listening in some form or another. As with *Speaking*, comments vary widely in detail, from one-word comments such as “*Listening*” to “*I can’t understand what someone is saying especially when they are using many short words.*” The majority of the comments made reference to not being able to understand what the teacher was saying, as well as not being able to understand the content of listening activities which they were asked to complete. Very few responses commented on not being able to understand their peers, which could suggest that listening to native-like utterances is a greater source of anxiety than listening to less proficient speakers of English.

Discussion

This study examined the relationships between FLE, FLCA, learners' attitude toward English, their relative level and the language skill most used in class, as well as sources of enjoyment and anxiety among Japanese university students. Participants reported significantly more FLE than FLCA, differing from previous research with Asian learners (Dewaele & MacIntyre, 2014; Jiang & Dewaele, 2019). In general, learners who reported better attitudes, higher relative levels and use of productive skills exhibited greater enjoyment and less anxiety, echoing similar findings in past research (e.g., Dewaele & Alfawazan, 2018; Dewaele et al., 2017). In addition, the result showed that learners enrolled in a compulsory English communication course displayed similar trends in regards to FLE and FLCA as higher-level learners studied in past research.

In their study, Jiang and Dewaele (2019) categorized responses for FLCA into three general categories: FLCA-self, FLCA-teacher, and FLCA-peers. They found that anxiety-inducing moments typically occurred through the learners themselves, whereas enjoyment was usually the result of something the teacher did. The responses in this study mirror that of Jiang and Dewaele (2019), although the limited nature of many of the written responses makes it difficult to draw firm conclusions. Enjoyment appears to be linked to the atmosphere of the class, the teacher, or the types of activities that are carried out in the classroom. Anxiety, on the other hand, appears to be induced internally by the learners and is linked to a lack of confidence in completing tasks in English. As shown by our quantitative data, this divide in FLCA and FLE is associated with the relative level and attitude of learners, with higher-proficiency learners or those with a favorable attitude towards English more likely to express higher levels of FLE, and lower-proficiency learners or those with an unfavorable attitude towards English likely to report higher levels of FLCA. Given these findings, a number of pedagogical implications should be considered when teaching communication-focused EFL classes to university students in Japan, especially in relatively low proficiency contexts.

Teachers should bear in mind that activities which may be enjoyable for some students may cause anxiety for others, and that our study, as well as others (e.g., Dewaele et al., 2017) shows FLCA is likely to be higher in students with a lower level of proficiency or a poorer attitude towards English. This seems to be especially true of speaking activities where many learners reported enjoying the social aspects of interacting with peers through English conversation while others reported speaking as being the most anxiety-inducing language skill due to a lack of confidence in their ability to produce grammatically correct utterances. This perhaps suggests that teachers should consider measures to reduce anxiety surrounding grammar through, for example, scaffolding

for lower-proficiency students, tailoring of conversation partners to mitigate anxiety, and prefacing speaking activities with encouragement for students to focus on effective communication rather than grammatical accuracy. Further, teachers may want to consider increasing learner agency in the communicative classroom through the inclusion of activities which allows students some freedom to choose what they study. Our qualitative data shows that some of our students particularly enjoyed the SDLU as it provided them the freedom to focus on what they wanted to study. Given this freedom, students are able to self-moderate their language learning and avoid anxiety inducing activities, choosing instead to develop other skills. It also seems clear that some students feel a high level of anxiety when trying to produce language while speaking. One suggestion might be an approach within communication classes which places more emphasis on the social aspects of language use as this may lead to higher levels of enjoyment for many students, which could in turn lead to more proficient users of English.

Conclusion

As shown by our quantitative data, and in agreement with past research (e.g., Dewaele et al. 2017), learners with a lower proficiency relative to their peers and a less favorable attitude to English are more likely to exhibit higher FLCA and lower FLE in communicative classes. The positive benefits of FLE for language learning suggest that, if unaddressed, such a proficiency gap is likely to widen over time. However, by identifying sources of anxiety and enjoyment within the English classroom, as we have attempted in this study, teachers may be able to mitigate anxiety within language classes and increase enjoyment for language learners of all abilities.

The current study is not without limitations. The students' self-reported level of English proficiency may not accurately reflect their ability, confounding the data connected with that particular variable. Perhaps a more objective measure of proficiency would be more appropriate for future research in this area. In addition, as Specific Classroom Activity was a common category in student responses it may be valuable to examine the kinds of activities which students report as increasing enjoyment in more detail, perhaps through interviews with a small number of respondents.

These points lead the authors to propose several suggestions for further research. While this study has identified a number of broadly defined sources of enjoyment and anxiety, there is a need for a more in-depth exploration of these sources with the aim of providing teachers with means for raising the level of overall enjoyment in their

classrooms, as well as tools to help reduce the unease of anxious individuals. As previous research (e.g., Dykes, 2017; Ostman & Xethakis, 2021) has shown that repeated social interaction in English can help reduce unease and bolster confidence, examining both the triggers of anxiety in social situations and ways to ease these feelings would seem to be one fruitful path of study.

Bio Data

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Appendix

Foreign Language Enjoyment and Anxiety Questionnaire

All items were presented in Japanese. The English translations below are provided for clarity.

1) How do you feel about English? 英語についてどう思いますか

very unfavorable	unfavorable	neutral	favorable	very favorable
非常に好意的	好意的	中立	好意的	非常に好意的

2) How would you describe your English ability compared to the other students in your class?

クラスの他の生徒と比べて、あなたの英語力をどのように説明しますか

far below average	below average	average	above average	far above average
平均をはるかに下回る	平均以下	平均	平均以上	平均よりはるかに上

3) Please rank the following four skills in order of how much time you spend studying them in class, with 1 the most time, and 4 the least time.

下記の4つの言語スキルについて英語クラスで学習する時間が多い順に番号をつけて下さい。1番はクラスで最も多くの学習時間を費やしている言語スキルで、4番は最も少ない学習時間の言語スキルです

Speaking 話す Reading 読む Writing 書く Listening 聞く

Foreign Language Enjoyment Scale Items

1) I don't get bored in my English class.

私は英語の授業中に退屈することはない

2) I enjoy my English class.

私は英語の授業が楽しい

3) I learnt to express myself better in English.

私は英語で自分の伝えたいことを伝えられるようになった

4) I'm a worthy member of my English class.

私は英語の授業にふさわしいメンバーである

5) I've learnt interesting things in my English class.

私は英語の授業で興味深いことを学んだ

6) In class, I feel proud of my accomplishments

私は英語の授業中に、自分が達成したことを誇りに思う

7) I feel like there is a positive environment in my English class.

私は英語の授業にはいつもポジティブな雰囲気があるように思う

8) It's cool to know English.

英語を知っていることは素敵なことだ

9) English class is fun.

私の英語の授業は面白い

10) My classmates are nice.

私はいいクラスメイトに恵まれている

11) My English class has a good atmosphere.

私の英語の授業には、良い雰囲気がある

12) We laugh a lot in my English class.

私たちは、英語の授業中によく笑いあう

In as much detail as you can, write about an enjoyable learning experience in your English Communication class, and how you felt about it.

できるだけ詳細に、英語の授業での楽しい学習体験と、そのことをどのように感じたかについて書いてください。

Foreign Language Classroom Anxiety Scale Items

1) Even if I am well prepared for English class, I feel anxious about it.

外国語の授業の予習を十分にしているにもかかわらず心配になる。

2) I always feel that the other students speak English better than I do.

常に他の学生の方が外国語で話すのが上手だと感じている。

3) I can feel my heart pounding when I'm going to be called on in English class.

外国語のクラスで当たりそうになると胸がどきどきする。

4) I get nervous and confused when I am speaking in my English class.

外国語のクラスで話すとき緊張したり混乱したりする。

5) I start to panic when I have to speak without preparation in English class.

外国語の授業で準備なしに話さないといけない時、パニックになる。

6) It embarrasses me to volunteer answers in my English class.

外国語の授業で自分からすすんで答えるのは恥ずかしい。

In as much detail as you can, write about an anxious learning experience in your English Communication class, and how you felt about it.

できるだけ詳細に、英語の授業での不安な学習体験と、それについてどのように感じたかについて書いてください。