A dynamic model of EFL learners' enjoyment, resilience, anxiety, and language achievement

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Abstract

This study investigated the relationships between English as a foreign language (EFL) learners' enjoyment, resilience, anxiety and language achievement by proposing a structural equation modeling (SEM). To achieve this aim, 201 EFL students studying in a university (*N* = 156) and a private institute (*N* = 45) were asked to participate in a survey and complete three questionnaires. The first questionnaire was the *Foreign Language Enjoyment Scale*. It includes 11 items and 3 factors (i.e., FLE-Private, FLE-Teacher, and FLE-Atmosphere) and was validated by Li, et al. (2018). The questionnaire for measuring resilience designed and validated by Kim and Kim (2016) was employed. The instrument

contains five sub-factors and has 26 items. The sub-factors include: perceived happiness, empathy, sociability, persistence, and self-regulation. The scale was translated to Persian and validated by Najafzadeh et al. (2018). To measure L2 anxiety, six items from Dörnyei's *L2 Motivational Self System* (2005), translated into Persian and validated by Papi (2009), were used. The findings estimated via SEM indicated that L2 enjoyment can influence anxiety negatively and the other two variables positively. The highest correlation was detected between enjoyment and anxiety, followed by language achievement and resilience. The results also showed that anxiety can have a negative effect on resilience and language achievement.

Keywords: anxiety; EFL learners; enjoyment; language achievement; resilience

1. Introduction

Feelings and emotions play a vital role in all our lives; nevertheless, they have been largely shunned not only in the psychology but also in the second language acquisition (SLA) literature (Dörnyei & Ryan, 2015). According to Dörnyei and Ryan (2015), second or foreign language (L2) learning is an emotionally laden experience and any description of what makes a specific learner unique should consider this fact. As Swain maintains, the "relationship between cognition and emotion is, minimally, interdependent; maximally, they are inseparable/integrated" (2013, p. 196). When SLA researchers eventually admitted an emotional constituent of language learning, they started to pay attention to how emotional factors, such as those related to anxiety (e.g., Horwitz, 2001), may hinder language learning (Dörnyei & Ryan, 2015). There are also other, more positive emotions, which are an essential parts of learning an L2 and researchers should also consider these factors (Dörnyei & Ryan, 2015). It is contended that the impact of positive psychology (PP), an approach focusing on how people prosper and flourish, may be changing the situation (Dewaele, et al., 2017).

The main purpose of this study is to delve into the interrelationships of EFL learners' enjoyment, resilience, anxiety and L2 achievement. In particular, the present study sets out to propose a dynamic model in which connections and causal relations among these constructs are indicated. Moreover, in this study, the different dimensions of enjoyment and resilience are considered. Thus, an attempt is made to examine in more detail the effects of L2 learners' enjoyment and resilience on language achievement and their relationship with one another as well as anxiety. Although the constructs (EFL learners' enjoyment, resilience, anxiety and language achievement) have been studied in parallel, to the researchers' best knowledge, no empirical study to date has examined these

theoretically associated constructs within a single framework. Thus, the following research questions were posed in this empirical investigation:

1. Is there any significant relationship between EFL learners' enjoyment and language achievement?
2. Is there any significant relationship between EFL learners' enjoyment and anxiety?
3. Is there any significant relationship between EFL learners' enjoyment and resilience?
4. Is there any significant relationship between EFL learners' resilience and language achievement?
5. Is there any significant relationship between EFL learners' anxiety and language achievement?
6. Is there any significant relationship between EFL learners' anxiety and resilience?

2. Literature review

One of the main aspects of positive psychology revolves around enjoyment. Foreign language enjoyment (FLE) is a concept which is associated with the developing field of PP and more specially with the broaden-and-build theory that was introduced by Fredrickson in 2001 (Li, et al., 2018). Ainley and Hidi (2014) explain that enjoyment is "the sense of satisfaction and reward generated from the activity and/or the outcome of the activity" (p. 206). Enjoyment has seven key constituents: (1) tasks with a sensible opportunity of being finished, (2) clear aims, (3) instant feedback, (4) full but easy involvement which eliminate the frustrations and worries of everyday life from awareness, (5) sense of control over our actions, (6) no concern for the self, and (7) change of the concept of time since hours can go by in minutes and minutes can look like hours (Ainley & Hidi, 2014). Csikszentmihalyi (1990) noted that a key feature of enjoyment is a sense of uniqueness or accomplishment. Pekrun et al. (2009) presented a hierarchical model of the experience of enjoyment. The model has different levels of generalization, coming down from enjoyment of life to students' enjoyment concerning their use of learning strategies.

Elahi Shirvan and Talebzadeh (2018) explored variations of FLE in the course of conversation. The results demonstrated that the dynamicity of enjoyment emerges within individuals and across individuals intra-personally. Moreover, the authors examined the basic factors responsible for dynamic fluctuations of FLE and obtained a deeper insight into FLE as a dynamic system. Jin and Zhang (2018) examined the dimensions of foreign language classroom enjoyment

and their effect on foreign language achievement. The dimensions were enjoyment of teacher support, enjoyment of student support, and enjoyment of foreign language learning. The findings indicated that FLE has a direct effect on mid-term scores. The two other dimensions indirectly impacted language achievement through enjoyment of foreign language learning.

Empirical research on enjoyment which is relevant to SLA has often integrated this emotion with language anxiety (e.g., Dewaele & MacIntyre, 2014, 2016; Dewaele & Dewaele, 2017; Dewaele et al., 2017; Dewaele et al., 2018). Spielberger (1983) argues that "anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system" (p. 1). MacIntyre (1999) conceived of language anxiety as "the worry and negative emotional reaction aroused when learning or using a second language" (p. 27). Horwitz et al. (1986) came up with a situation-specific anxiety construct which they referred to as *foreign language anxiety* (FLA), suggesting that it is the cause of students' negative emotional responses to language learning. They developed the *Foreign Language Classroom Anxiety Scale* (FLCAS) and also identified three related situation-specific anxieties: communication apprehension (CA), fear of negative evaluation (FNE), and test anxiety (TA).

MacIntyre and Gardner (1994a) studied the subtle effects of language anxiety on cognitive processing in L2. Dewaele et al. (2008) conducted a large-scale study of multilingual adults around the world and reported that individuals who started learning a second or third language at younger ages had lower levels of FLA. Gregersen and Horwitz's (2002) study proposed a link between language anxiety and perfectionism. Sparks and Patton (2013) explored the relationship of first language skills, L2 aptitude and L2 anxiety. The results showed that the FLCAS is likely to evaluate individual differences in students' language skills and/or self-perceptions concerning their language learning skills instead of anxiety unique to L2 learning. Zheng and Cheng (2018) investigated the relationship between foreign language classroom anxiety and cognitive test anxiety as well as students' College English Test Band 4 (CET-4) performance. Kruk (2018) conducted a classroom-based study, whose main aim was to examine the changes in the levels of FLA over the course of one semester. Furthermore, the research attempted to pin down the reasons for such changes. Findings presented evidence for the dynamicity of FLA through the semester including changes throughout single lessons and from one lesson to the next. Saito et al.'s (2018) study indicated that more regular L2 use accompanied by positive emotions has a beneficial effect on L2 acquisition, which might in turn decrease negative emotions and result in a better long-term target language comprehensibility.

Positive emotions are likely to provoke individual differences in resilience (Fredrickson, 2001). Furthermore, "experiences of positive emotions might, over

time, build psychological resilience, not just reflect it" (p. 224). Resilience is a moderately novel concept which arose in the academic area in the 1970s. Kim and Kim (2016) defined resilience as "the sum of an individual's abilities that allow him or her to bounce back from adversity and even thrive in the face of difficult times" (p. 2). In the academic context, the definition of resilience refers to increased probability of success in school and other life accomplishments in spite of environmental hardships which initial traits, circumstances and experiences might cause (Wang, et al., 1994). Although there are stressful events and conditions that pose some risks for students and as a result they may do poorly in school and eventually drop out, resilient students sustain high levels of achievement, motivation and performance (Alva, 1991).

Shatte and Reivich (2002) mention seven main skills which make a person resilient. These skills include emotional regulation, impulse control, causal analysis, empathy, realistic optimism, self-efficac, and reaching out. Shin, Kim and Kim (2009) considered Shatte and Reivich's (2002) work and focused on what constructs underpin resilience among secondary school and university students in the Korean context, They proposed that factors constitute resilience: control, positivity, and sociality. Kim and Kim (2016) examined the impact of resilience on L2 learners' motivated behavior and proficiency in L2 learning. They obtained five resilience factors: perceived happiness, empathy, sociability, persistence, and self-regulation. Putwain et al. (2013) conducted a study which indicated that more resilient individuals are more successful on tests at the end of primary schooling. More recently, the present authors (i.e., Najafazdeh et al., 2018) studied the dynamic interplay between personal best goals (PBG), resilience and language achievement. The findings of structural equation modeling (SEM) showed that PBG is a positive and significant predictor of resilience. Furthermore, it was found that L2 achievement is underpinned by both PBG and resilience.

Although the constructs of enjoyment, resilience, anxiety and L2 achievement have been explored in parallel, to the researchers' best knowledge, no empirical study conducted to date has examined these theoretically associated variables within a single framework. The main purpose of the present study is to delve into the interrelationships of EFL learners' enjoyment, resilience, anxiety and language achievement. In particular, the present investigation proposes a dynamic model in which connections and causal relations among these constructs are indicated. Moreover, in this study, the subfactors of enjoyment and resilience are considered. Thus, an attempt is made to undertake more detailed examination of the effects of learners' enjoyment and resilience on language achievement as well as their relationships with one another and anxiety.

4. Method

4.1. Participants

The participants of the current study were 201 Iranian EFL learners, 175 females and 26 males, with different ages and levels of proficiency. All of the participants were non-native speakers of English and their first language was Persian. The sample was composed of university (N = 156) and institute students (N = 45). The university students were studying in two branches of English, that is, English teaching and English translation, for BA or MA degrees at Imam Reza University and the rest (N = 45) were studying English at a private institute in Mashhad, a city in Iran. This selection was based on convenience sampling.

4.2. Instruments

In order to collect the requisite data, three questionnaires were utilized as follows:

Foreign Language Enjoyment Scale

A questionnaire for evaluating enjoyment was employed. The Chinese Version of the FLE scale which includes 11 items and 3 factors (i.e., FLE-Private, FLE-Teacher, and FLE-Atmosphere) was developed and validated by Li, Jiang, and Dewaele (2018). The scale was translated into English for the purpose of this study. The scale has a 5-point Likert-type format from *strongly disagree* (1) *to strongly agree* (5). The Cronbach's alpha value for the Chinese version of the *Foreign Language Enjoyment Scale* was .82, while its values for the subscales of FLE-Private, FLE-Teacher, and FLE-Atmosphere were .79, .89, and .77 respectively.

Resilience Scale

The questionnaire for measuring resilience constructed and validated by Kim and Kim (2016) was employed. In order to attain information about L2 learners' resilience, Kim and Kim (2016) adapted 26 items from Shin et al. (2009). The tool has been utilized as a significant criterion measure when testing potential roles of specific factors, particularly motivational factors in L2 learning (e.g., Kim & Kim 2014; Kormos & Csizér 2008; Mezei 2014; Papi 2010; Taguchi, et al. 2009). The questionnaire uses a 5-point Likert scale, ranging from *strongly agree* (1) to *strongly disagree* (5). The instrument contains five sub-factors and comprises 26 items in total. The sub-factors are as follows: perceived happiness (9 items), empathy (7 items), sociability (3 items), persistence (4 items), and self-regulation (2 items). The scale was translated into Persian and validated in the Iranian context by the

present authors (Najafazdeh et al., 2018). The validity of the indices established through confirmatory factor analysis is as follows: $\chi2$ = 596.312, df = 228, RMSEA = .06, CFI = .88, GFI = .89, NFI = .90. The Cronbach's alpha estimate for the resilience scale was .77. Its values for the subscales were as follows: perceived happiness (.79), sociability (.77), persistence (.79), empathy (.79), and self-regulation (.70).

L2 Motivational Self-System Scale

Six items tapping Dörnyei's (2005) concept of the L2 motivational self system were translated into Persian and validated in the Iranian context by Taguchi et al. (2009). The items were used to measure L2 anxiety. A 6-point Likert scale was employed, ranging from *not at all* (1) to *yes, very much* (6). Sample items include: "How worried are you that other speakers of English would find your English strange?" and "How tense would you get if a foreigner asked you for directions in English?" The Cronbach's alpha for the scale computed in the Iranian context was .74.

4.3. Procedure

The study was conducted at Imam Reza University and a private language institute in Mashhad, a city in Northeast of Iran, between August and November 2019. In order to conduct this study, convenience sampling was utilized. The participants completed the questionnaires voluntarily. At first, the aim of completing the questionnaires was described to the participants, then they were asked to mention demographic information such as their age, gender and educational level in addition to their grade point average (GPA). To achieve reliable data, the participants did not have to reveal their names. They were allowed to take the questionnaires home and return them on the next day.

5. Results

Table 1 presents descriptive statistics for L2 enjoyment and the factors it comprises. As the table reveals, FLE-private scored the highest (*M* = 18.75, *SD* = 3.47), followed by FLE-atmosphere (*M* = 11.52, *SD* = 2.06) and FLE-teacher (*M* = 4.01, *SD* = .92),

Table 1 Descriptive statistics of L2 enjoyment and its comprising factors

	N	Minimum	Maximum	*M*	*SD*
FLE-Private	201	11.00	25.00	18.75	3.47
FLE-Teacher	201	1.00	5.00	4.01	.92
FLE-Atmosphere	201	6.00	15.00	11.52	2.06
Enjoyment	201	21.00	45.00	34.28	5.84

Descriptive statistics for resilience and its five sub-scales are presented in Table 2. According to the table, among the sub-scales, perceived happiness was characterized by the highest mean (M = 24.01, SD = 6.76), followed by empathy (M = 17.95, SD = 5.97).

Table 2 Descriptive statistics of resilience and its comprising factors

	N	Minimum	Maximum	M	SD
Perceived Happiness	201	12.00	40.00	24.01	6.76
Empathy	201	7.00	33.00	17.95	5.97
Sociability	201	4.00	15.00	9.61	3.14
Persistence	201	4.00	17.00	11.10	2.56
Self-regulation	201	3.00	13.00	7.81	2.37
Resilience	201	34.00	116.00	70.49	17.96

Table 3 presents the descriptive statistics for L2 anxiety and achievement (as measured by GPA). The results were as follows: L2 anxiety: M= 19.29 (SD = 7.08) and GPA: M = 17.04 (SD = 2.21).

Table 3 Descriptive statistics of L2 anxiety and L2 achievement

	N	Minimum	Maximum	M	SD
L2 Anxiety	201	6.00	36.00	19.29	7.08
GPA	201	13.58	20.00	17.04	2.21

The reliability estimates of each variable computed via Cronbach's alpha were as follows: L2 enjoyment: α = .71, resilience: α = .79 and L2 anxiety: α = .69. In order to study structural relations, the proposed model was verified via the LISREL 8.50 statistical package. A number of fit indices were studied to evaluate the model fit: the *chi*-square magnitude, which should not be significant, the *chi*-square/df ratio, which should be lower than 2 or 3, the normed fit index (NFI), the good fit index (GFI), and the comparative fit index (CFI), with the cut-off value greater than .90, and the root mean square error of approximation (RMSEA) which should be about .06 or .07 (Schreiber, et al., 2006). All the indices had satisfactory values (e.g., $\chi2$ = 258.22, df = 115, RMSEA = .07, GFI= .90)

The relationships among the variables under investigation are presented in Figure 1. To determine the strengths of the causal relationships among the variables, the *t*-values and standardized estimates were examined. In the proposed model, L2 enjoyment was considered as the independent variable, and it role in shaping resilience, L2 anxiety, and L2 achievement was estimated. It was found that L2 enjoyment predicted all these three variables, albeit negatively in the case of L2 anxiety (β = -.52, t = -7.08) and positively in the case of resilience (β = .39, t = 4.65) and L2 achievement (β = .49, t = 6.66). It was also demonstrated that L2 anxiety had a negative influence on resilience

($β$ = -.50, t = -6.98). As can be seen from Table 4, among the six direct paths, L2 enjoyment had the most robust influence on L2 anxiety. Taken together, all of the designated paths in our hypothesized model demonstrated significant causal relations.
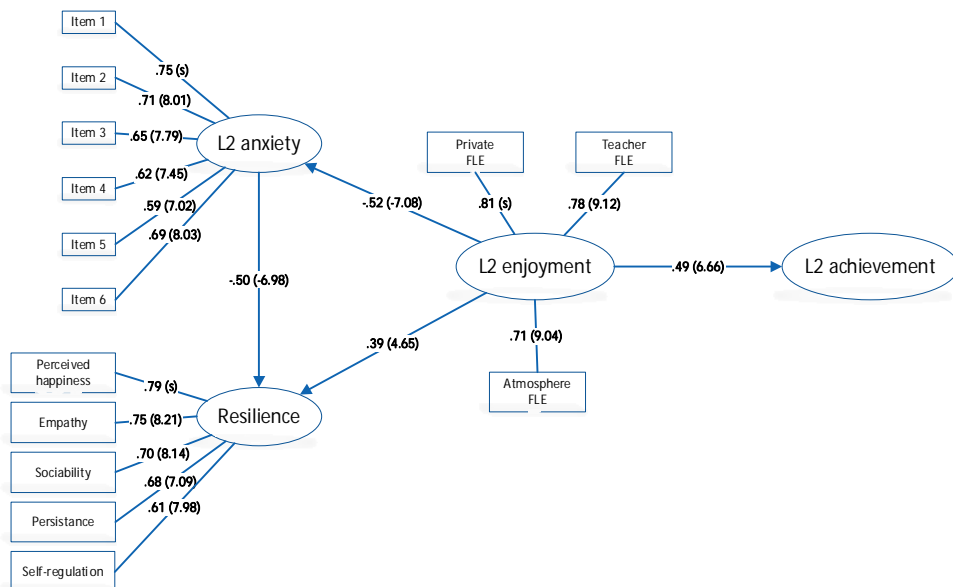

Figure 1 The schematic representation of the relationships among the variables under investigation

Table 4 The casual paths designated in structural model

No	Path	Direct effect
1	L2 enjoyment→ Anxiety	-0.52
2	L2 enjoyment → Resilience	0.39
3	L2 enjoyment → L2 achievement	0.49
4	L2 anxiety → Resilience	-0.50

Table 5 The correlation coefficients among L2 enjoyment, L2 resilience, L2 anxiety and L2 achievement

	1	2	3	4
1. L2 enjoyment	1.00			
2. Resilience	.44**	1.00		
3. L2 anxiety	-.67**	-.42**	1.00	
4. L2 achievement	.51**	.43**	-.38**	1.00

Note. **Correlation is significant at the level of .05

The correlation coefficients among the variables under investigation are presented in Table 5. As can be seen, the highest, negative correlation was observed

between L2 anxiety and L2 enjoyment ($r = -0.67$, $p < 0.05$). The second highest correlation, positive in this case, was detected between L2 enjoyment and L2 achievement ($r = 0.51$, $p < 0.05$).

6. Discussion

As stated earlier, the present study sought to investigate the relationships between English as a foreign language learners' enjoyment, resilience, anxiety and L2 achievement. In particular, the effects of EFL learners' enjoyment on resilience, anxiety, and language achievement were examined.

The findings indicated that L2 enjoyment can influence anxiety negatively and the other two variables positively. The highest correlation was identified between enjoyment and anxiety, followed by language achievement and resilience. Furthermore, the results indicated that anxiety can have a negative effect on resilience. In other words, the first result was that the higher the learners' enjoyment is, the higher their language achievement. Previous studies also pointed to the effect of enjoyment on L2 achievement. For instance, Dewaele and MacIntyre (2014) stated that "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). Therefore, it is obvious that enjoyment can have a positive effect on L2 learners' achievement.

The second result of the study was that the higher the EFL learners' enjoyment is, the lower their anxiety. This is in line with the results of Elahi Shirvan and Taherian's (2018) study which showed that, when the participants' FLE increased, their level of anxiety diminished during the semester. MacIntyre (1999) conceived of language anxiety as "the worry and negative emotional reaction aroused when learning or using a second language" (p. 27). As mentioned earlier, the three-factor model proposed by Li et al. (2018) was applied in this research. The first dimension is FLE-Private, which refers to the private pleasure amalgamating around personal development, superior performance or fascinating experiences in learning English (Li et al., 2018). It is clear that learners' achievement can have a positive effect on their self-confidence. According to Clément et al.'s (1980) study, there is a relationship between second language classroom anxiety and self-confidence. Therefore, FLE-Private resulting from learners' progress can increase their self-confidence, and, consequently, decrease their anxiety. The second dimension of FLE is FLE-Teacher, emphasizing the enjoyable experiences which stem from foreign language teachers' helpful and encouraging attitude to students, and their skillful pedagogical practices (Li et al., 2018). Dewaele and MacIntyre's (2014) study indicated that teachers who were positive, amusing, happy, well-organized, respectful of

students, and commended them for good performance were admired by learners. Teachers and students laughed together when students made mistakes. Laughter that happens when things do not go as planned can have a healthy effect on learners, making the negative emotional tension disappear (Dewaele & MacIntyre, 2014). Therefore, it is evident that learners' anxiety can diminish in such situations. The third dimension is FLE-Atmosphere. Li et al.'s (2018) study suggested that some classroom activities could increase FLE. These included group activities (e.g., recitation, story-telling, puzzle), role-play, or making joint presentations. In other words, group activities made students active, provided them with the ability to make choices, engaged them in classroom socialization, and thoughtful use of the foreign language made it possible for them to highlight their group membership. Li et al.'s (2018) study suggested that many students experienced most FLE at the time that they prided themselves on their group performance. Moreover, the participants' descriptions emphasized the essential role of the classroom atmosphere in the experience of FLE. Their descriptions were associated with foreign language teachers' pedagogical practices that ensured that the class proceeded in a pleasant way, involved students and created opportunities for peers' positive engagement. It thus seems clear that the dimension of FLE-Atmosphere can play an important role in lessening the negative impact of anxiety.

The third result of the present study was that the higher the EFL learners' enjoyment is, the higher their resilience. As indicated earlier, positive emotions may provoke individual differences in resilience (Fredrickson, 2001). This finding corroborates Oxford's (2015) contention that "resilience is the ability to successfully spring back from adversity. Language learners need resilience in times of emotional, cognitive, and/or physical stress" (p. 376). In the resilience questionnaire that was employed in this research, the first factor was perceived happiness. The items comprised by this factor showed L2 learners' perceptions of their lives as positive and satisfactory. The second factor was empathy, which manifested learners' ability to share other people's feelings and emotions. The third factor was sociability, which indicates that L2 learners' resilience is relevant to their social relations, particularly with friends. The fourth factor is persistence, which suggests that resilient L2 learners are likely to persist in their efforts when they face difficulties. Finally, the last factor, self-regulation, reflects the ability to regulate one's own thoughts, feelings, and emotions as an inherent part of resilience. When students enjoy L2 learning, they feel positive. This influences their perceived happiness positively which leads to enhancing resilience. When discussing FLE-Atmosphere, it was mentioned that classroom group activities which involve students in classroom socialization are beneficial. Thus, the FLE-Atmosphere dimension can improve students' social relations with each other. Since L2 learners' resilience is relevant to their social relations, FLE-atmosphere can influence resilience positively.

The fourth result of the present investigation was that the higher the learners' resilience is, the higher the learners' language achievement. This finding is compatible with the results reported by Najafzadeh et al. (2018) who found that learner resilience influences language achievement significantly and positively. The outcomes of the present study attest to Abolmaali and Mahmudi's (2013) contention that resilience can be regarded as an ability to resist challenges in the classroom environment and has a helpful function in (L2) education. It can be argued that students with high resilience consider school as a safe place, enjoy educational challenges and do initiate conflicts with others. Thus they may attain high achievement in school (Abolmaali & Mahmudi, 2013).

The fifth result was that the higher the learners' anxiety is, the lower their language achievement. Previous studies have also pointed to the effect of anxiety on L2 learning. For instance, MacIntyre and Gardner (1994b) examined the effects of anxiety on three stages of cognitive processing in the case of learners of French. They studied the arousal of anxiety that was triggered by the presentation of a video camera at various times in a vocabulary learning task, that is, during initial exposure to the stimuli, when students started to learn the meanings of the words, and at the time that they were requested to produce these words. Significant rises in state anxiety were observed when the video camera was introduced and problems with learning vocabulary were detected.

The sixth result was that the higher the anxiety is, the lower the resilience. This finding verifies Oxford's (2015) argument that the flipped side of resilience often involves giving in to negative emotions, such as depression or anger, when situations become very difficult. When we examine the definition of anxiety, it is logical to assume that anxiety can decrease the level of learners' perceived happiness and impact their resilience negatively. State anxiety fluctuates over time and anything that enhances state anxiety will decrease one's self-confidence (MacIntyre et al., 1998) and consequently one's persistence. Furthermore, it was revealed that anxiety influences language achievement negatively. Hence, if learners who experience anxiety cannot manage to achieve their goals repeatedly over time, they may lose their persistence. In this situation, anxiety can diminish their persistence and therefore their resilience. Martirossian and Hartoonian's (2015) study indicated that there was a significant and negative relationship between test anxiety and self-regulation. Thus, it can be argued that anxiety can have a negative effect on learners' resilience. In terms of emotional effects, strong feelings of anxiety are without doubt harmful, interfering with interpersonal communication, cognition and learning (Gregersen & Horwitz, 2002). When learners' anxiety is high, it can also have a negative effect on their social relations. Therefore, the level of their resilience can decrease.

7. Conclusions

The present study indicated that enjoyment plays an important role in language achievement. In other words, it influences different dimensions of language learning. It can be concluded that learners should experience enjoyment in class to succeed in L2 learning. According to the findings of this study, enjoyment can be related to different factors: FLE-Private, followed by FLE-Teacher and FLE-Atmosphere. Therefore, teachers should consider the significance of enjoyment in language learning and seek to create an appropriate classroom environment for their students. Furthermore, education authorities should provide opportunities for teachers to make their classes more pleasant and enjoyable through developing innovative and gratifying instructional procedures and materials.

It is important to know how to shape the classroom environment to trigger FLE. The three dimensions of FLE presented by Li et al. (2018) can be beneficial in solving this problem. In terms of FLE-Private, a crucial aspect of enjoyment mentioned by the participants of their study concerned personal experiences of novelty. As Li et al. (2018) explains, "The novelty could be in themes, content, techniques in foreign language class (e.g., multimedia use of Power-Point, movies, English songs, and games)" (p. 22). They make the point that such positive emotional states are mainly experienced when participants are involved completely in new and fascinating things that go beyond textbooks. In terms of FLE-Teacher, many students were grateful for their L2 teachers' use of non-traditional techniques or strategies (e.g., multimedia, role-play, and group activities) to provide more appealing, interesting, and understandable L2 instruction, to liven up the classroom atmosphere, and to enhance students' engagement and attention. In terms of FLE-Atmosphere, some classroom group activities could enhance FLE. These comprised group activities (recitation, storytelling, puzzle), role-play, or making group presentations.

Different students can have different opinions about the levels of enjoyment that can be triggered by different activities, techniques, and instructional strategies. For example, some students may enjoy multimedia use or group activities, while others may not enjoy them and instead prefer traditional techniques. Therefore, it is very important for teachers to pay attention to individual differences and preferences, and consider them when teaching.

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