Abstract

The purpose of this mixed methods study was to investigate the level of English learning enjoyment among upper secondary school students in the city of Stavanger in Norway. Additionally, the study aimed to identify the factors that influence the level of enjoyment experienced by students during English lessons. A purposive sample of 166 participants were recruited from two upper secondary schools and they reported on their levels of English learning enjoyment through an online questionnaire. Seventy-three of these participants also contributed qualitative data by taking part in group discussions about their enjoyment of English learning and the factors that influenced it. The results show that the participating students reported good levels of enjoyment in English lessons. Based on their explanations, three factors seemed to affect students' enjoyment: the teacher, classroom activities, and students' general attitude towards English lessons. Regarding classroom activities, students expressed a preference for games, quizzes, and watching movies or documentaries. Lengthy explanations by teachers were commonly noted as one factor that reduced students' enjoyment during English lessons. Various pedagogical implications of these results are noted, including the value of teacher behaviors such as friendliness, a sense of humor, and being supportive, as well as the use of diverse and engaging classroom activities.

Acknowledgements

First and foremost, I would like to thank my supervisor, Simon Borg, for the helpful advice and feedback that helped me complete this thesis. I am extremely grateful for his guidance throughout the course of my research.

Second, I would like to thank my sister Emily, my family, and my friends, who have encouraged and supported me a lot during the writing of my thesis. Their words of encouragement were the driving force that helped me overcome the difficult moments in researching and finishing this thesis.

Finally, I would like to thank the teachers and students from the two upper secondary schools who participated in this research so that I could gather the data for this research. Without them this MA thesis would not have been completed.

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1. Introduction

English language learning is an integral part of the educational curriculum in Norway. It is a subject that is taught to students from primary school to upper secondary school (student age ranging from 6 to 19), however despite efforts to promote the importance of English language learning, some students may not enjoy learning English. This lack of enjoyment can result in poor academic performance and a reduced motivation to learn. This study aims to explore the level of English learning enjoyment among upper secondary school students in Stavanger, Norway, and identify factors that may impact their enjoyment of learning English. This chapter maps the background and significance of this study, introducing my primary research questions before moving to outline the subsequent chapter topics.

1.1. Background and Significance of the Study

1.1.1. Upper secondary education in Norway

Nokut (n.d.) asserts that Norway's upper secondary education system is designed to equip students with the necessary skills and knowledge required to pursue higher education or secure employment opportunities. Every student who completes elementary and lower secondary school or an equivalent program is entitled to attend high school. Furthermore, individuals who have surpassed the age of 25 are eligible to pursue upper secondary education for adults. Upper secondary education is financed and arranged by the county authorities, making tuition free for all students attending upper secondary school.

Norway's upper secondary education is divided into two distinct categories: general studies programs (which are also referred to as preparatory programs) and vocational programs. There are a total of 12 academic programs available, consisting of four general studies programs and eight vocational programs. The three-year general studies programs concentrate on theoretical subjects to comprehensively prepare students for obtaining a higher Education Entrance Qualification. Conversely, vocational programs include a four-year educational curriculum comprised of a two-year in-class instruction and a two-year apprenticeship period, leading up a trade or journeyman's certificate in the end of the programs. Vocational programs

that are not recognised trades, such as media and communication, arts and crafts, music and dance, sports and physical education, and tourism and hospitality, are all four-year school-based programs. Such programs provide the necessary knowledge and skills in their respective fields, yet students do not obtain official vocational accreditation or apprenticeship. Typically, students who have completed vocational education may obtain a Higher Education Entrance Qualification by enrolling in the upper secondary level 3 program. This program serves as a supplementary educational track for students who have completed vocational programs but aspire to pursue higher education.

General studies:	Vocational programs:
o Art, design and architecture o Media and communication o Music, dance, and drama o Specialisation in general studies o Sports and physical education	o Electrical engineering and computer technology o Crafts, design and product development o Healthcare, child and youth development o Building and construction o Agriculture, fishing and forestry o Restaurant and food processing o Sales, service and tourism o Technological and industrial production o Hairdressing, floral, interior and retail design focuses o Information technology and media production

Table 1: General vs. vocational upper secondary program adapted from the Nokut website.

1.1.2. English in upper secondary school in Norway

In Norway, English is a compulsory subject from primary school to the first year of upper secondary school. Once students reach the last two years of upper secondary school, English is optional. (Utdanningsdirektoratet, 2021). The English curriculum was introduced by the

Norwegian Ministry of Education and Research in an effort to comprehensively develop students' English abilities (Utdanningsdirektoratet, 2020). The curriculum addresses the three core elements of the English subject: communication, language acquisition, and the encounter with English language texts.

Communication refers to the ability to comprehend and use—both informally and formally—the English language in all situations: orally, in writing, or through digital media. The curriculum emphasises the practical use of English learning for students in particular. Instead of emphasising theory, teachers are encouraged to establish opportunities for students to engage in authentic English communication. Language acquisition is centred around developing linguistic aspects of English (such as grammar, vocabulary, pronunciation, sentence structure) and using different language learning strategies. These skills are the foundation for students to be able to communicate in English. For students to acquire English proficiency, they must always be exposed to English text. There are numerous types of text ranging from oral and written, printed and digital, graphic, and artistic, formal and informal, fictional and factual, and from the present and the past. Intercultural competence is defined as "the ability to relate constructively to people who have mindsets and/or communication styles that are different from one's own" (Dypedahl, 2019, p.102). Through the study of English texts, students develop writing skills and broaden their understanding of languages and cultures. An extensive understanding of diverse cultures has been proven to build intercultural competence (Hoff, 2014).

In addition, the English Curriculum is concerned with fostering a positive and engaging learning experience for students in the realm of language acquisition. It underscores the significance of the teacher's role in promoting student involvement, achieved by fostering student's interest, passion, and curiosity toward learning.

This study focused on the first year of education in upper secondary school. VG1 is the name commonly used to refer to the first year of high school in Norway, where it is equivalent to grade 11 in the Norwegian educational system. Students typically choose between general and vocational program before they enter VG1. It is worth noting that students have the option to switch programs during their time at school, depending upon their individual interests and objectives.

According to English Curriculum (Utdanningsdirektoratet, n.d.-c), the English language competence goals for VG1 students aim to: enhance their ability to communicate effectively in

academic and professional settings, proficiently express themselves in English; and accurately comprehend and produce written academic English materials related to vocational subject matter (Utdanningsdirektoratet, n.d.-a, n.d.-b). These objectives show similarities to the B1 level, as I have identified through a comparison with the language proficiency framework established by the Council of Europe (2001). B1 level in English refers to the ability to use English to communicate, express oneself, and handle everyday situation (Council of Europe, 2001). Despite the similarities shown through my comparative analysis, there has been no formal inquiry or studies attending to the English level of VG1 reaching B1, where no official documentation exists that compares VG1 students and B1 English proficiency levels, only descriptions of VG1 English proficiency goals exist.

VG1 students have two assessments throughout their English learning process. The first one is the formative assessment, which refers to any evaluation conducted prior to the end of the English course. This assessment must be utilised to improve subject-matter competency and promote learning, and can be both oral and written (Utdanningsdirektoratet, 2022b). The second assessment is assessment of coursework: this must reflect the student's overall proficiency in the English subject at the end of the program. Grades from assessment of coursework are crucial for the students' admission to further education, and for future employment because these grades are presented on their diploma (Utdanningsdirektoratet, 2022a).

Finally, teaching materials are an integral part of the English teaching process. The English Curriculum refers to the teacher's duty to select English teaching materials. Based on their professional judgment, teachers can select English teaching materials that they believe align with curriculum objectives, typically in collaboration with other professionals (Utdanningsdirektoratet, 2021). These collaborations are facilitated through discussions, wherein team members within the same department can exchange ideas and experiences (Skjelbred, 2003).

1.1.3. Previous research on English teaching in upper secondary school

The question of English teaching in upper secondary school in Norway is a neglected area of study written in English. It is indeed possible that numerous articles relating to the instruction of English at the upper secondary level exist in Norwegian, however as I have a limited

knowledge of the Norwegian language, this study maps contributions to the field written in English.

Reigstad (2021) conducted a compelling investigation on the perceptions of upper secondary school students regarding English accents and pronunciation. Reigstad interviewed 12 students as part of this study, where the findings indicated that a majority of the participants expressed a positive attitude toward American English pronunciation. The participants consistently aimed to achieve this accent, as some of them have observed that their current pronunciation is a Norwegian-English accent. Brnieh (2022) carried out a study on another aspect of English language teaching: written feedback on writing. He employed mixed-method research methods, including questionnaires and group interviews, with a total of twenty-four VG1 participants. The findings revealed three themes of student-appreciated feedback: firstly, understandable feedback (which referred to clarity and precision in written feedback), which made it possible for students to understand, recognise, and revise their writing assignments; secondly, balanced feedback, where when providing critical feedback, teachers tried to maintain a positive tone, which was found to enhance students' motivation towards the learning process; and thirdly, constructive feedback, which served as a form of guidance for facilitating their improvement in future attempts.

With the explosion of digital technology, the employment of digital solutions by educators has become more widespread, resulting in a surge of research on the implementation of digital technology in pedagogy. Similarly, this holds true within the educational framework of Norway: Westre (2021) conducted by the author assessed the utilisation of digital tools in English classrooms in Norway and the attitudes of teachers towards these tools in fostering reading and digital literacy. Based on semi-structured interviews carried out with upper secondary school teachers, it was determined that these teachers hold a positive attitude towards digital tools. However, their utilisation of such tools remained limited due to the absence of well-defined guidelines related to their implementation within the classroom, as well as the lack of knowledge among teachers regarding their proper usage. Likewise, Høyvik (2022) carried out an investigation on the same subject matter, but with the involvement of both teachers and students from upper secondary schools. This study employed a mixed-methods research design, wherein four teachers were participating in interviews and 121 students were administered a questionnaire to gather relevant data. The findings indicated that both teachers and students expressed a

positive attitude towards using digital tools in English lessons and the integration of digital tools facilitated growth in various areas such as vocabulary development, reading comprehension, and pronunciation. Nonetheless, it possesses the disadvantage of easily causing distractions and extensive screen usage. Bjerkaker (2022) carried out a study on the same topic, examining more extensively the teachers' perspectives regarding online sources of criticism to their students. The internet has facilitated the accessibility of diverse information sources, which raises concerns around the accuracy and reliability of the information source. The practice of examining online sources—namely online sources criticism—was developed to assess and differentiate the credibility and precision of information available on the internet. Bjerkaker conducted interviews with four teachers and revealed that, despite extensive access to the internet, students showed a lack of critical thinking skills when it came to evaluating online sources. Furthermore, they tended to trust the accuracy of information found on the internet. Given the need for teachers to enhance their students' digital skills proficiency, it is noteworthy that each teacher employed a distinct approach. Overall, based on the studies above, it can be inferred that digital tools are viewed positively by teachers and students alike. Despite the presence of certain limitations, individuals make an effort to take advantage of these digital tools.

1.1.4. Positive psychology and foreign language enjoyment

For many years, research in the field of applied linguistics has focused on cognitive perspectives. It was not until the early 2000s that the role of emotions within foreign language learning and teaching began to receive more scholarly attention, focusing on both positive and negative aspects (Arnold, 1999; Dewaele, 2005; Egbert, 2003; MacIntyre et al., 2009). Two central concepts emerged: "foreign language enjoyment" refers to studies related to positive emotions in foreign language and teaching, whereas "foreign language anxiety" refers to studies of emotions negative emotions in foreign language teaching and learning.

Numerous studies have shown that students' enjoyment of learning a foreign language, particularly English, can lead to better academic performance and an increased motivation to learn (Dewaele & MacIntyre, 2014; MacIntyre & Gregersen, 2012). As English is a global and widely used language in international communications, business, and academia, higher levels of enjoyment regarding the learning of English can have long-term benefits for students.

Although there have been many studies on the topic Foreign Language Enjoyment (FLE) in applied linguistics across different countries and various research forms, there is still no research on this topic in the Nordic countries in general, and in Norway in particular. This study attends to this neglected research area, presenting the first investigation into FLE in Norway in order to provide insight into how enjoyable learning English is to a group of VG1 students. Moreover, this research also assists teachers in better understanding the feelings and needs of their students and designing lectures that motivate their students.

1.2. Purpose and Research Questions:

The purpose of this study is to explore the level of English Learning Enjoyment among two upper secondary school students in Stavanger, Norway, and identify factors that may affect their enjoyment of learning English. To achieve this, the study addresses the following research questions:

a. What is the level of English learning enjoyment among students from two secondary schools in Stavanger?

b. What are the factors that affect the level of English Learning Enjoyment among these students?

c. Which changes can be made to English lessons to increase the level of English learning enjoyment among upper secondary schools' students?

This thesis is divided into six chapters. This chapter has introduced and established the topic, purpose, and research questions. Chapter 2 reviews the literature related to English learning enjoyment (or FLE), discussing relevant research and conceptual theories in order to identify factors that may affect students' enjoyment of learning English. Chapter 3 describes the research methods used in this study, while Chapter 4 presents the results of the study, with particular attention to the level of English learning enjoyment among the participating students and factors that affect it. Chapter 5 discusses the findings of the study, offering recommendations for how to increase students' enjoyment of learning English. Finally, Chapter 6 offers a conclusion and highlights the significance of the study.

1.3. Definition of Key Terms:

Before moving to an overview of the existing literature, it is first necessary to define the key terms that this study utilises. In this thesis's framework, there is no difference between "English learning enjoyment" and "foreign language enjoyment". In Chapter 2, the studies surveyed analyse not only learning and teaching English, but also for other languages. The studies therefore universally use the term "foreign language enjoyment". Within my Literature Review chapter, the term "foreign language enjoyment" will be used, while in the rest of this thesis, the term "English learning enjoyment" will be used in order to be as precise as possible. The term "English learning enjoyment" is used in this study to refer only to the positive emotions and attitudes that students have towards learning English language.

2. Literature Review

The importance of emotions and affective factors in Second Language Acquisition (SLA) has been recognised by researchers and language educators for decades. In recent years, research has extended its interest in the role of enjoyment in foreign language learning, exploring the factors that contribute to students' enjoyment of language learning and its impact on learning outcomes. This chapter provides an overview of theories and models of enjoyment in language learning, previous research on enjoyment in language learning, and factors that contribute to enjoyment in language learning. In addition, the chapter presents a review of studies on English learning enjoyment among high school students from different countries. The goal of the chapter is to advance knowledge of the factors that influence high school students' enjoyment in their English classes and to provide insights for English language teaching and learning to facilitate enjoyment.

2.1. Overview of theories relating to Foreign Language Enjoyment

This section introduces three theories that are associated with FLE. These are: Krashen's affective filter hypothesis, Fredrickson's broaden-and-build theory and Pekrun's control-value theory.

2.1.1. The Affective Filter hypothesis

Krashen (1982) developed the Affective Filter Hypothesis as a theoretical construct aimed at describing the influence of emotions on foreign language learning. This is one of five very popular theories about SLA formulated by Krashen, including the Acquisition-learning distinction, the Natural order hypothesis, the Monitor hypothesis, and the Input hypothesis. Before diving into this theoretical discussion, there are two concepts that first need to be mentioned: input and intake. Krashen's (1981, 1982) theory states that input refers to the linguistic data that learners acquire through spoken or written communication, often with the aid

of contextual cues or visual aids. Intake is the part of input that is absorbed and utilised to develop language proficiency.

Affective Filer Hypothesis explains that during the language acquisition process, language sensory input (such as visual or auditory stimuli) is not immediately processed by the Language Acquisition Device (LAD), which is the brain's centre for language processing. Instead, it must pass through an affective filter. This affective filter is up or down depending on the emotions of the learners. Specifically, this filter is up when learners experience negative emotions and down when they experience positive emotions. The higher the filter; the less information or knowledge is passed through the filter. Conversely, when the filter is lower, a greater amount of information is able to enter the LAD. In other words, if learners become more anxious, afraid, bored, and self-doubting, the affective filter increases and blocks input and slow down their learning. On the other hand, if learners feel comfortable, happy, confident, and motivated, the affective filter decreases, allowing for language input go through, whereby effective learning outcomes for the learners are facilitated.

The Affective Filer Hypothesis may help to explain why a second language student who receives a great deal of comprehensible input still does not attain a level of proficiency equivalent to that of a native speaker. Within this model, this may be due to the student's affective filter being triggered by negative emotions, preventing inputs from entering the LAD, and thus resulting in the input not being able to become intake.

The Affective Filter Hypothesis has significant implications for foreign language teaching, where creating a low filter can improve language acquisition. Teachers can lower the affective filter by creating a comfortable learning atmosphere: for example, using humour (Swanson, 2013) to create a fun and enjoyable atmosphere in the classroom will support the students' knowledge acquisition. Krashen's hypothesis is also used by many researchers to study better teaching methods for language learners, where Roslim et al. (2011) studied the use of songs in grammar teaching, and Zhang (2023) employs the model in teaching English listening.

2.1.2. Broaden-and-build Theory

Broaden-and-build theory was initially proposed in 1998 by the social psychologist Barbara Fredrickson. According to Fredrickson (1998), the experience of positive emotions has the potential to expand an individual's cognitive and behavioural repertoire, thereby facilitating the build-up of personal resources over time. Expanding on this, Fredrickson (2004) added that individuals who experience more positive emotions exhibit greater resilience and resistance towards adversity, and therefore possess better mental well-being and can more easily recover from stressful events. In other words, individuals who encounter positive emotions such as joy, happiness, and relaxation tend to exhibit a greater willingness towards new ideas, different ways of thinking, and develop exploratory behaviours. Conversely, individuals who experience negative emotions such as sadness, depression, or anger tend to withdraw and show reduced openness to novel experiences and learning opportunities.

Fredrickson (2001) mentioned Broad-and-build theory in second language acquisition. She stated that students who experience positive emotions can facilitate their foreign language learning by expanding their awareness and openness to try new things in learning language, leading to the development of their personal resources such as new language skills, new friends or new knowledge. Later, Rahimi and Bigdeli (2014) explored whether this theory could enhance the second language learning. They claimed that:

> Positive emotions can widen students' scope of attention, cognition and action, and further produce a tendency toward activity engagement. In contrast, negative emotions reinforce the opposite tendency, restricting the amount of potential language input and accordingly narrowing the students' capacity for learning.
>
> (Rahimi and Bigdeli, 2014, p.795)

Their findings were in line with Dewaele and MacIntyre (2014), which stated that the experience of positive emotions (such as enjoyment, interest, and curiosity) had been found to have a positive impact on foreign language acquisition. These emotions could enhance learners' motivation and engagement, as well as stimulate a desire to explore and engage more deeply with

the language. All of these factors contribute to the development and evolution of an individual's linguistic profile.

2.1.3. Control-value Theory

One of the theories used by many researchers to study emotions, especially within the context of education, is the control-value theory. This theory was introduced by Pekrun (2006), who outlined the factors leading to achievement emotions in learning. Pekrun (2006) stated that achievement emotions were not only related to achievement outcomes (outcomes emotions) but also associated with the activity linked to achievement outcomes (activity emotions). He then further divided outcomes emotions into prospective emotions, such as hope for success and anxiety for failure, and retrospective emotions, such as pride or shame experienced after receiving feedback. Moreover, achievement emotions can be conceptualised as state achievement emotions and trait achievement emotions, where the former refers to emotions evoked at a specific time in a given situation (such as test anxiety before an exam), and the latter denotes habitual and recurring emotions associated with achievement activities and outcomes (such as trait test anxiety).

According to Control-value theory, learners' achievement emotions within an educational setting are dependent upon their own personal appraisals of the control levels and value associated with the learning tasks. Control appraisals refer to the learners' individual perceptions regarding their capacity to regulate their learning process and achieve their desired learning outcomes. The levels of control perceived by learners can vary (low to high) and depend on various factors, including the level of goal clarity, task complexity, and the presence of resources and support. While value appraisals describe the personal judgments made by learners regarding the significance, relevance, and interest derived from tasks or outcomes. Personal interests, relevance to future goals, and the perceived importance of the task to others can all influence the perceived value of a task.

Pekrun et al. (2007) further explored the Control-value theory in educational context. The findings show that emotions, learning, and achievement outcomes have a reciprocal relationship. In another words, emotions influence learning and achievement outcomes, and they are also

factors that cause emotions. Furthermore, this applies not only to individuals but also to relationships between teachers and students. He stated that "[t]eachers' enjoyment and enthusiasm, for example, can induce enjoyment of classroom instruction in students, and students' enjoyment can in turn enhance teachers' positive affect. one important mechanism being emotional contagion transmitting emotions between teachers and students" (p.29).

This Control-value theory has been widely used for research in education: value appraisals and enjoyment of students (Simonton & Garn, 2020); emotions in multimedia learning (Stark et al., 2018); academic emotions and learning satisfaction of pre-service teachers (Changcheng et al., 2021); boredom in English class in China's university (Li, 2021); emotions in L2 classroom (Shao et al., 2023); anxiety experienced by elementary school children during tests (Lohbeck et al., 2016); and the role of positive emotion to prevent EFL students' shame in classroom (Kang & Wu, 2022). Notably, shame is a negative emotion that has been relatively neglected in the academic literature. Kang and Wu (2022) highlighted the significance of establishing a positive classroom rapport in the context of English as a Foreign Language (EFL) teaching. They suggested that this approach may decrease or convert negative emotions into positive emotions, such as resilience and engagement, which thus enhances students' academic performance.

In summary, Control-value theory, Broaden-and build-theory, and Affective Filter Hypothesis all suggest that promoting enjoyment in foreign language learning can enhance learners' motivation, engagement, and language proficiency. Teachers can promote enjoyment by creating a positive and supportive classroom environment, using varied and interesting learning materials, and providing opportunities for learners to experience success.

2.2. Foreign language enjoyment (FLE)

The previously mentioned three theories (see section 2.1) all identify enjoyment as a positive emotion that facilitates personal growth and long-term wellness, highlighting its significant role in the learning process. However, this prompts the question: how does one define enjoyment? Csikszentmihalyi (2008) states that enjoyment is a favourable affective state that arises from encountering novelty or achieving a goal. Notably, this differs from pleasure, which

Csikszentmihalyi cites as a feeling that arises when biological or social expectations are met (for example, hunger, sex, or bodily comfort). He elaborated on the matter by stating that "[e]njoyable events occur when a person has not only met some prior expectation or satisfied a need or a desire but also gone beyond what he or she has been programmed to do and achieved something unexpected, perhaps something even unimagined before" (p.45).

In an educational context, the experience of enjoyment not only facilitates the enhancement of learners' awareness and the expansion of their capacity to receive language input, but also helps reduce negative emotions and their impact on learning process. In SLA, Dewaele and MacIntyre (2014) introduced the term "foreign language enjoyment" (FLE), which describes an emotion that can produce positive results in the process of learning a foreign language. They further defined FLE in Dewaele and MacIntyre (2016) as "a complex emotion, capturing interacting dimensions of challenge and perceived ability that reflect the human drive for success in the face of difficult tasks" (p.216). Thus, the foreign language classroom may stimulate a sense of enjoyment among learners when they possess a clear awareness of their abilities and competencies and employ them to overcome challenges, such as difficult tasks.

In recent years, the field of SLA has shifted its focus from exclusively analysing negative emotions (such as anxiety), to studying both negative and positive emotions in the learning process (Seligman & Csikszentmihalyi, 2000), where enjoyment has become a subject of increased scholarly attention (Dewaele et al., 2019). Studies on FLE have concentrated on various aspects such as understanding its meaning, methods of measuring it, and identifying its sources. Additionally, these studies have explored the potential connections between FLE, and various emotions in classroom, personal and social variables involved in foreign language learning. For example, FLE and foreign language classroom anxiety (Dewaele & MacIntyre, 2014), effect of teacher and learner variables on FLE (Dewaele et al., 2018), love towards English and FLE (Pavelescu & Petrić, 2018), and motivation and FLE (Saito et al., 2018).

2.3. Foreign language enjoyment and foreign language classroom anxiety (FLCA)

Dewaele and MacIntyre (2014) can be said to be the foundational study, as well as the starting point for the explosion of later FLE research. They aimed to investigate FLE and foreign

language classroom anxiety (FLCA) in classrooms, where their research was conducted via an internet-based survey comprised of two Likert-type scales. The authors utilised the FLE Scale to evaluate what level of enjoyment experienced by students in the classroom, while the FLCA Scale was employed to assess the level of anxiety among the participants. Specifically, these two scales were developed by the authors to better suit their research. Initially, the development of FLE scale was grounded on the Interest/Enjoyment subscale presented by Ryan et al. (1990). The FLE scale comprised 21 rephrased items, which ensured that they did not point to any specific activity within the language class. These items encompassed aspects of:

> enjoyment, fun, interest, boredom were specifically adapted to the FL environment...
> items related to dealing with FL mistakes made in public, identity, improvement in using
> the FL, pride in one's own performance, group membership, the social environment and
> cohesiveness, attitudes towards the learning of the FL, the presence of laughter, and
> judgments about peers and teachers

> (Dewaele and MacIntyre, 2014, p.243)

All items in the FLE scale were configured in declarative sentences, with the subject of the sentence being either "I", "we", or "the teacher". Then, the authors developed an eight-item FLCA scale, which was derived from Horwitz et al. (1986). These items were selected because they reflected "physical symptoms of anxiety, nervousness and lack of confidence" (p.243). Following the two FLE and FLCA scales, there was an open-ended question asking participants to describe the event accurately and meticulously they really enjoyed, along with a detailed description of their emotional state during the experience.

The study ultimately included a sample of 1746 participants, spanning a range of global regions and cultures, with ages ranging from 11 to 75 years old. The study yielded several interesting findings. Participants experienced enjoyment much more than anxiety. The descriptive statistics also indicated that enjoyment and anxiety were distinct emotions that coexisted independently, where the presence or absence of one did not affect the presence of the other. These two states could be viewed as two sides of the same coin, able to coexist at the same time. These results were also confirmed by later studies of Dewaele et al. (2019) and Jiang and Dewaele (2019).

The experience of FLE and FLCA varied among participants belonging to diverse cultural groups. The findings indicated that North American participants reported a significantly higher level of enjoyment and a significantly lower level of anxiety compared to their Asian counterparts who reported the least enjoyment and the highest anxiety levels. Participants coming from regions including South America, the Arab world, and Europe tended to be in the middle range. FLE and FLCA were also influenced by additional variables, including multilingualism, foreign language proficiency, educational level, self-perceived competence, and age. Participants who possessed multilingual abilities, showed advanced FL proficiency and level of education, hold a higher level of self-perceived competence relative to their peers, and are of advanced age, tended to experience extremely high levels of FLE and low levels of FLCA. In terms of gender, female participants experienced higher levels of both FLE and FLCA.

Furthermore, the findings emphasised the significance of atmosphere in the classroom, where enjoyable environments played a crucial role in engaging peers and enhancing their linguistic abilities, regardless of whether they are adolescents or adults. Finally, Dewaele and MacIntyre asserted that "enjoyment and anxiety will cooperate from time to time, enjoyment encouraging exploration and anxiety generating focus on the need to take specific action" (p.262). They recommended that educators strive to achieve a balance between these two emotions in the learning environment, as their interplay can enhance the learning process for students.

Following their 2014 study, Dewaele and MacIntyre (2016) continued to study FLE and FLCA. In this instance, the study involved a total of 1742 multilingual participants. The authors used the same approach for data collection, employing the identical instrument and process utilised in their 2014 study. Specifically, an internet-based survey was administered, consisting of two Likert scales and one open-ended question. Two distinct themes surfaced during the analysis: FLE-Social and FLE-Private. They characterised FLE-Social as the enjoyment feeling that arose from learners' engagement with their peers and teachers, while FLE-Private was described as the emotional experience of both enthusiasm and self-satisfaction that resulted from learners' successfully overcoming learning challenges. In the end, they placed significant emphasis on the role of teachers in fostering a positive learning atmosphere by carrying out classroom activities and allowing students the autonomy to select their own subjects. Through this approach, students became active learners and thereby enhanced their foreign

language proficiency and social competence. To clarify, the establishment of a positive educational setting relied not solely upon the teachers, but also upon the students, or a combination of both.

Dewaele et al. (2018) had more targeted approach, looking specifically at participants who were high school students from top performing schools in the UK. 189 participants joined the study, most of whom were British and had English as their mother tongue, with an age range from 12 to 18 years. The purpose of this study was to investigate how teachers and learners themselves affected FLE and FLCA in more detail. Although this study's data collection method differed from the other two studies, it also employed a web-based survey with an emphasis on quantitative data collection using scales and multiple-choice questions. The survey's topics covered teacher and student perspectives on the FL classroom, as well as demographic questions. Results from demographic data analysis showed that older students enjoyed FL more than their younger counterparts. Furthermore, it was revealed that female students had higher levels of FLE and FLCA than male peers, which confirmed the findings from Dewaele and MacIntyre (2014) and Dewaele and MacIntyre (2016) on the impacts of gender on emotions in FL classroom. This research supports previous work that defined FLE and FLCA as distinct emotions, which can coexist without a seesaw relationship. This implied that teachers' teaching methods focusing on increasing FLE did not lead to a decrease in level of FLCA.

Notably, the results also revealed that students' attitudes towards teachers and FL were positively associated with FLE. In other words, students who liked their teacher and FL they were studying were reported to have higher levels of FLE. Nevertheless, students' attitude towards their teachers did not affect FLCA, which meant that students had same level of anxiety whether they took FL classes hosted by teachers they liked or not. Furthermore, students who were advanced FL learners tended to experience more enjoyment than their less proficient peers. However, contrasting Dewaele's (2014) findings, they found no correlation between being multilingual and FLE or FLCA. In other words, whether students knew more than one language had no effect on their level of interest in FL. It is important to note that because of the small sample size of this study, results cannot be generalised. The study did, however, present interesting information regarding which FL activities impacted FLE: among listening, speaking,

reading, and writing, only the speaking activities had significant effect on FLE, which implies that the more time students spent speaking FL, the more interested they were in their FL classes.

Some notable teacher factors also emerged in the study. It was found that teachers who had various teaching methods and made frequent use of FL in class had a positive impact on students' FLE. They concluded that teachers and their teaching methods were more closely related to FLE than to FLCA.

In summary, the teachers' role and their pedagogical approaches are crucial in establishing balanced classroom environment between enjoyment and anxiety, where both emotions can coexist productively. However, creating a positive atmosphere in the classroom is essential as it facilitates FL performance. Additionally, teachers' creativity and frequent use of FL in their lessons also increases student enjoyment. The growth of FLE levels is also influenced by learner variables, such as students' positive attitude towards teachers and FL, time spent on FL communication, and the level of proficiency achieved in FL acquisition. Diverse cultural backgrounds may result in varying degrees of FLE and FLCA among learners.

2.4. Foreign language enjoyment and genders

Prior research findings indicate that female students exhibit a greater degree of both FLE and FLCA in comparison to male students, which point to the need for further investigation into the influence of gender on FLE and FLCA. Dewaele et al. (2016) conducted an additional investigation with a specific emphasis on gender and its influence on FLE and FLCA. A total of 1736 FL learners worldwide with different background and level of education, ranging from upper secondary school to PhD level, participated in the study. The study employed a data collection process and instrument that was similar to those used in Dewaele and MacIntyre (2014); Dewaele and MacIntyre (2016), which consisted of FLE and FLCA scales and a single open-ended question at the end of the questionnaire. The results showed that female learners experienced high level of enjoyment and mild level of anxiety in FL classrooms, in comparison to their male peers. The examination of responses provided by female participants in an open-ended question also indicated that they encountered a greater number of positive emotions, including fun, satisfaction, enjoyment, excitement, and interest in the language class. At the same

time, female participants also experienced negative feelings (such as anxiety, confusion, and tension) when making errors during FL exercises and lacked self-confidence due to the perception that their peers had higher FL performance than them. According to the authors, the simultaneous presence of positive and negative emotions among female learners is not a disadvantage. In fact, it can be beneficial as it contributed to the development of strong emotional experiences, ultimately enhancing the foreign language proficiency of female learners. Finally, the authors suggest that it is more important to maintain the balance between positive and negative emotions, rather than try to increase positive emotions and lower negative emotions.

Mierzwa (2018), however, reported results that did not support Dewaele and MacIntyre (2014) and Dewaele et al. (2016). There were 233 secondary school students who participated in this study by answering the online questionnaire, which only collected quantitative data. The study stated that there were no significant differences in enjoyment of language learning between male and female high school students. This outcomes were not consistent with Dewaele and MacIntyre (2014) and Dewaele et al. (2016), who claimed that female learners experienced high degree of FLE. In other words, both genders could achieve both a high and low level of enjoyment in FL classroom, however caution is required when comparing these studies due to the small sample size used by Mierzwa. The study also examined the variables that impact the FLE of both genders, writing that:

> for women, the following factors have the strongest correlation with FLE: self-development, demanding activities, and perspective of authentic use of English. For men, in turn, authentic use of language, teacher's sense of humour and interesting topic of a class have the highest correlation with the level of FLE. Once more, for both groups learning practical, useful, and authentic material in FL is of a central importance in order to experience learning enjoyment.

(Mierzwa, 2018, p. 130)

Mierzwa (2021) continued the investigation into the impact of gender on FLE by reviewing some of the selected empirical studies. Although there was limited literature about gender and its influence on FLE, she concluded that the relationship between FLE and gender remained unclear due to the diverse outcomes reported by various studies. Several studies

(Dewaele et al., 2016; Dewaele & MacIntyre, 2014; Dewaele et al., 2018) have indicated that female students experience more FLE than male students, while other studies (Dewaele, Magdalena, et al., 2019; Dewaele, Özdemir, et al., 2019; Mierzwa, 2018) found no difference in FLE of both genders.

The literature reviewed regarding the impact of gender on FLE indicates that it does not appear to significantly impact levels of enjoyment. Therefore, it is advantageous to explore the sources of FLE for the purpose of facilitating foreign language learning, regardless of gender.

2.5. Foreign language enjoyment in digital era

Lee and Lee (2021) stated that:

It has been observed that contemporary EFL learners are increasingly absorbing and using English informally through a variety of digital resources, such as social media, virtual communities, language learning apps and massive multiplayer online role-playing games (MMORPGs)" (p.361).

The availability of the internet has greatly facilitated the acquisition of foreign languages. The access to digital technologies has enabled wider opportunities for FL learners, where much FL takes place outside of traditional ways of learning (in a classroom, offline). Indeed, FL can now be learned asynchronously and remotely, through various forms such as films, songs, and social networks, meetings, language apps such as Duolingo, and online games. All these activities can be grouped under the term Informal Digital Language Learning of English (IDLE). IDLE-related activities have been reported to have positive effect on vocabulary development (Lee, 2019a), speaking skills development (Lee & Sylvén, 2021), and FL performance (Lee & Dressman, 2018).

Regarding positive emotions in FL learning, Lai et al. (2015) conducted one of the first investigations, which found that the utilisation of diverse technological tools for English language acquisition possessed a positive correlation with increased levels of self-confidence and enjoyment, in a study of 82 EFL Chinese high school students. These results are consistent with the findings of Lee (2019b), who claimed that university students who participated more often in

IDLE activities were more likely to experience enjoyment in their English language learning. Furthermore, Lee and Lee (2021) investigated the relationship between the ideal L2 self (leaners' future vision of themselves as fluent FL speakers), the ought-to L2 self (learners' perception on what they should do to meet the external expectations, such as school, family or cultural norms), IDLE, and their effect on FLE among Korean EFL students, spanning from secondary school to university. However, only the relationship between IDLE and FLE is discussed in this section. Similar to the findings of Lee (2019b) and Lai et al. (2015), this study again confirmed the positive relationship between IDLE and FLE.

To summarise, engaging in IDLE activities not only enhances foreign language performance but also generates a greater enjoyment among FL learners. It is advisable for teachers to incorporate IDLE activities into extracurricular assignments, and, upon careful consideration, they may introduce them into the in-class curriculum. This phenomenon has the potential to enhance the level of engagement and enjoyment for students who possess a positive disposition towards FL learning, as well generating interest among students who experience negative emotions.

2.6. Foreign language enjoyment and teacher-related variables

In the realm of language education, teachers play a crucial role in shaping students' language proficiency. In terms of emotions in educational context, there were several studies conducted to examine FLE, FLCA with the impact of teacher-related variables on these two emotions.

Dewaele et al. (2019) conducted an in-depth study of teacher-related variables and their impact on FLE and FLCA. This study was carried out in Spain and involved 210 EFL learners completing an online questionnaire. Data analysis revealed several interesting findings: FL learners preferred and enjoyed lessons when the teacher was a native FL speaker, commonly referred to as an L1 teacher. L1 teachers had the ability to manage classroom emotions effectively compared to their non-native counterparts, commonly referred to as LX teachers. It is possible that LX teachers experienced low confidence about their accents, leading to less frequent use of FL in the classroom. Consequently, students did not enjoy LX teachers' classes (Dewaele

et al., 2018). The gender of the teacher had no effect on FLE and FLCA. Instead, teacher friendliness and accent were strong predictors of FLE. Specifically, students reported that they enjoyed taking FL lessons with friendly teachers, as this helped to create a positive and non-threatening learning atmosphere. In addition, this is the first study to investigate the relationship between teacher accent and classroom emotions. The accent of a teacher was found to have a negative correlation with FLE; however, it did not have any significant impact on FLCA. In particular, the stronger the teacher's accent, the lower level of enjoyment learners experienced. Learners tended to perceive teachers with strong accents as unfriendly and rarely used FL in their lessons. Finally, it was concluded that teacher-related variable had a greater impact on FLE compared to FLCA.

The authors then conducted further research with the aim of identifying the influence of teacher-related factors on FLE and FLCA. Dewaele and Dewaele (2020) focused on a different aspect: this was whether the levels of FLE and FLCA of students are the same at the same time, studying the same FL but with two different teachers; namely main teacher and a second teacher. Additionally, the study aimed to evaluate the influence of four teacher-related variables: attitudes towards teachers, how frequently the teachers used FL, the time teachers spent speaking FL during lessons, and teacher predictability. Purposive sampling was applied to recruit participants for this study, where 40 students from the full sample of Dewaele et al. (2018) were contacted, as these students had reported being taught by two FL teachers. The results of the study indicated that students had significantly higher level of enjoyment with their main teacher compared to their second teacher. However, the level of FLCA remained the same for both teachers. In addition, analysis of the effects of four teacher-related variables showed that three variables could predict FLE. In particular, the main teacher was found to have a significant positive effect on students' FLE in comparison with the second teacher. The main teacher was reported to use FL frequently during their lessons as well as a diverse teaching routine, which led to a positive attitude towards the main teacher among their students. The authors provided an explanation for this phenomenon, where the main teacher had built extensive teaching experience in FL education which allowed them to access and apply a wide range of teaching techniques to facilitate classroom engagement. Such techniques include a variety of enjoyable classroom activities that reduce predictability and increase the use of the target FL. Finally, the authors

asserted that FLE was more dependent on the teacher, while FLCA related more to learner-internal variables.

Throughout this chapter, students' attitudes towards their FL teachers was found to be a strong indicator of FLE among students. Dewaele and Li (2021) defined students' perceptions of teacher enthusiasm as one of attitudes towards FL teachers. They conducted a study to explore the relationship between students' perceptions of teacher enthusiasm and FLE, revealing a strong positive correlation. Subsequently, the researchers delved deeper into the sources of these students' perceptions and found that "teachers' verbal and/or nonverbal behaviours in or/and out of class shape students' perceptions of their teaching enthusiasm and become an important aspect of the social dynamics between them" (p.939). In other words, how FL teachers said and behaved— whether inside or outside of FL classrooms—significantly influenced their students' perceptions of them.

In terms of FL teacher behaviours, Dewaele, Saito, et al. (2022) discovered that among FL teacher behaviours (beside teachers' frequency use of FL in classrooms and predictability), jokes from their FL resulted in a high level of FLE. Interestingly, they found FLE dropped overtime during the semester if the FL teachers did not make jokes in their lessons. The authors clarified that students perceived teachers who did not make jokes as unfriendly and were unsuccessful in developing a positive classroom atmosphere. On the other hand, teachers who brough sense of humour regularly to the classroom could build a sense of trust between them and their students, resulting in heightened levels of student engagement and drive.

Ahmadi-Azad et al. (2020) investigated another aspect of teacher variables. They focused on the personalities of teachers to track the impact of students' FLE, using the Big Five personality traits their foundation. The Big Five personality traits include:

- Openness refers to the willingness to accept new ideas and activities, welcome innovation and enjoy new experiences. This personal trait is an important quality for teachers because it is the foundation for mutual trust between teachers and students.
- Conscientiousness denotes the attribute of being organised and mindful. Individuals with this trait tend to proactively make their plans and possess good time management skills, which is essential for facilitating instructional duties.

- Extroversion entails being friendly, sociable, and the easy expression of emotions. People with this trait can gain energy through social activities and often offer supports to others. Extroverted teachers facilitate FL learning by providing learners with support and can easily construct a positive learning environment.
- Agreeableness includes characteristics such as trustworthiness, kindness, altruism, optimism, and compassion towards others. This trait is considered valuable for teachers as it enhances their teaching effectiveness and establishes a positive educational setting for their learners.
- Neuroticism refers to emotional instability which easily leads to the feeling of anxiety, sadness, or shyness. Teachers with this trait often search for confirmation from others because they perceive themselves worthless and vulnerable. As a result, these teachers frequently may increase the level of anxiety among learners.

Ahmadi-Azad et al. (2020) revealed that, among the Big Five Personality Traits of teachers, openness, extroversion, and agreeableness were found to positively impact FLE, while conscientiousness and neuroticism had no influence on the level of enjoyment. Teachers who had personal traits such as openness, extroversion, and agreeableness paid more attention to learners' ideas and needs and provided adequate supports for learners as well as motivated them in FL learning.

Numerous factors related to teachers influencing FLE have been studied recently. The three most significant and strong positive indicators of FLE are the regular use of FL, the predictability of classroom routines, the use of humour, and the attitudes of students towards their FL teachers. For FL classes with two teachers, L1 teachers and main teachers were preferred over LX and secondary teachers due to their greater experience in teaching FL and their ability to effectively establish positive learning environments using diverse teaching methods. Finally, the positive impact of FLE was found to be associated with the personalities of teachers, such as openness, extroversion, and agreeableness. The results of these studies highlight the vital role of teachers, as Dewaele et al. (2018) stated that FLE showed a stronger correlation with variables associated with teachers.

2.7. Foreign language enjoyment and boredom

In addition to FLE and FLCA, there is an emotion that has begun to receive more attention in SLA, which is boredom. Boredom is a negative feeling that is linked with a lack of motivation, purpose, and enthusiasm. It is a prevalent emotion experienced by students in educational settings, but teachers tend to overlook boredom as it does not typically lead to disciplinary issues or disruptive behaviour, unlike emotions such as anger or anxiety (Li, 2022).

Li (2022) pioneered research on the correlation between FLE and Foreign Language Learning Boredom (FLLB), as well as other associated learner and teacher factors in Chinese educational settings. Through a questionnaire survey, Li's study attracted 868 university students to participate. The results showed that FLE and FLLB had a strong negative relationship, which meant that the presence of enjoyment led to the absence of boredom, and vice versa. Furthermore, an examination of demographic data related to FLE and FLLB indicated that age showed a positive effect on FLLB, while it had a negative effect on FLE. The latter finding was not in line with Dewaele and MacIntyre (2014) and Dewaele et al. (2018), which claimed that the older the learners were, the more enjoyment they experienced in FL learning. Nonetheless, this study was carried out in China, which had different cultural and educational context compared to these two previous studies. Therefore, it could be considered as an additional contribution to the overall understanding of the topic of FLE. Thus, the impact of age on FLE could be seen as less significant than that of the other factors, such as cultural and educational backgrounds of FL learners. Gender was found to not play an important role in influencing FLE or FLLB, which was similar to outcomes of Mierzwa (2018). Finally, Li revealed the two strongest predictors of FLE and FLLB among these two types of variables, namely attitudes toward FL (learner variable) and teacher friendliness (teacher variable).

Kruk et al. (2022) explored the dynamic growth of FLE and FLLB among 412 L2 learners in an EFL course using a bivariate latent growth curve model. The results of the study showed an increase in FLE was substantially correlated with a drop in FLLB, which also found a significant association between the growth levels of both emotions over time. The study emphasised the importance of assessing learners' emotions over time, suggesting language teachers should seek to improve learners' emotions in FL classrooms.

Dewaele, Botes, et al. (2022) aimed to explore the interplay of FLE, FLCA, and FLLB, along with the influence of internal and external factors on FL learners on these emotions. First, the relationships between FLE, FLCA and FLLB were discovered. In other words, in the FL classroom, students who enjoyed learning tended to experience lower levels of anxiety and boredom. Teachers who frequently used FL in their classroom and developed an unpredictable teaching routine led to higher levels of enjoyment among their learners. Nevertheless, FLCA was unaffected by these two factors, while only unpredictability of teachers revealed a negative relationship with FLLB. Positive attitudes toward FL were also not only claimed to make learners more interested in learning FL, but also lead to higher FL profile.

The above studies emphasise the negative association between FLE and FLLB. Undoubtedly, students who enjoy FL lessons are less likely to get bored and conversely, students who find their FL classes boring are less inclined to participate actively in the FL classroom. It is important to note that these emotions do not arise spontaneously: rather, they are influenced by various factors such as learner-internal factors (attitude towards FL and age) and learner external factors (teacher friendliness, teacher unpredictability, and frequent use of FL by teachers).

2.8. Studies on foreign language enjoyment among high school students from various countries

With the explosion of positive psychology, researchers are increasingly conducting more research on the roles of emotions in educational environments, specifically FLE. The following are reviews of studies conducted among secondary school students across various nations. However, most of studies below were carried out in China. This may be clarified by looking into the reasons why Li et al. (2018) carried out study about FLE in China; where China possessed the largest groups of EFL learners that notably found that learners did not enjoy their English lessons. Consequently, there arises an urgent demand for a deeper understanding of the reasons behind students' lack of interest in English classes, and to develop alternative pedagogical approaches that can engage the students.

Li et al. (2018) carried out a study that involved over 2000 high school students who were in different academic levels from three different schools located in Anhui province, China. To

collect data, researchers utilised a questionnaire comprising two sections: the first section included the 14-item FLE scale, which was translated and validated specifically for this study. The second section consisted of an open-ended question that asked the students to describe a particular event in their EFL class that they enjoyed, along with their feelings towards it. The questionnaire was administered in Chinese, the native language of the participants. This study aimed to first validate and modify the Chinese version of the FLE Scale and second to examine the factors that contribute to FLE. Notably, the study identified a three-factor structure of FLE, with FLE-Private, FLE-Teacher, and FLE-Atmosphere dimensions. The sources of the three dimensions of FLE are as follows (Li et al., 2018, p. 191):

- FLE-Private: "Realization of progress, excellent foreign language performance, pride of pushing one's limits, interest and novelty, positive changes, foreign language use in peer interaction, flow experiences, familiarity of the input."
- FLE-Teacher: "Teacher recognition and support, non-traditional pedagogical practices (e.g. use of multimedia, cultural activities, English songs, role-play)."
- FLE-Atmosphere: "Teacher-controlled group activities with peers' positive engagement."

The findings of this study confirmed the crucial role of teachers in establishing a positive classroom atmosphere in the Chinese context. Besides, the study also found that high FL performance had a positive impact on classroom enjoyment among students. This study is considered the first attempt to explore the overall level of enjoyment in Chinese high school, which indicate the need for further studies to elaborate on the findings.

In response to the call to conduct additional research on the subject of FLE in Chinese educational settings, Huang and Jiang (2022) carried out a further study between gender, academic discipline, and their effects on FLE and three dimensions (also refer subscales) of FLE: FLE-Private, FLE- Teacher, and FLE-Atmosphere. The results showed that female students experienced a greater degree of enjoyment in comparison to their male counterparts. In terms of subscales, female scored higher on FLE-Private and FLE-Atmosphere, while there was no impact of gender on FLE-Teacher. In other words, female students enjoyed and felt proud of their FL performance, engaging more in FL classrooms, while support from teachers were equal for both genders. Furthermore, it was discovered that FLE is influenced by academic disciplines. The study discovered that students from the Humanities and Social Sciences discipline reported

higher levels of enjoyment, FLE-Teacher, and FLE-Atmosphere compared to their counterparts from the Natural Science discipline. The author explained that students from Humanities and Social Sciences often exposed to diverse groups of people, which led to increase their openness, empathy and ability to recognise and accept others' emotions:

> Humanities and Social Sciences classes are more cooperative, active and positively engaged, while Natural Science classes are typically quieter, even cold or aloof, and they receive few responses from the students. Naturally, a more positive classroom environment is more likely to boost FLE, especially FLE-Atmosphere and FLE-Teacher.

> (Huang and Jiang, 2022, p.7)

Additionally, Jin and Zhang (2021) conducted a study on the factors of FLE and their impact on FL performance. Through a principal component analysis from the 21-item FLE scale, the authors discovered three dimensions of FLE: Enjoyment of Teacher Support, Enjoyment of English Learning, and Enjoyment of Student Support. Enjoyment of Teacher Support related to the positive behaviours of FL teachers. Enjoyment of English Learning describes the favourable reactions of students toward FL acquisition. Enjoyment of Student Support pointed to the interpersonal connections established among students. The three FLE dimensions were positively linked to each other which emphasised the reciprocal relationship among them. It is worth noting that the three dimensions discussed in this research are similar to the three dimensions identified by Li et al. (2018), which these two sets of dimensions relate to teachers, learners' attitudes towards FL and social classroom environment. The former construct was developed using the FLE scale, whereas the latter construct was elicited from participant responses. From this outcome, it can be inferred that the FLE and the FL achievement have a reciprocal relationship.

Alberth (2022) investigated the relationship between participants' perceived sense of classroom community (SCC) and their FLE and FLCA. SCC was defined as a social community of learners who share knowledge, values, and goals, consisting of feelings of connectedness among community members and commonality of learning expectations and goals. The study involved 402 senior high school ESL students in Indonesia. The results showed that FLE and SCC had a positive relationship, which meant that learners who enjoyed their FL learning develop a strong sense of SCC and vice versa. Furthermore, various factors which affected FLE

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positively were revealed, such as teacher-student rapport, classroom atmosphere, interesting classroom activity, friendly peers, and supportive teachers.

In short, like the findings in previous sections, within the upper secondary context, teachers still have an extremely important role in creating a positive emotional classroom environment for students. Besides, the factors derived from students also affect FLE. Students have a strong sense of community experience enjoyment in their foreign language learning. Furthermore, students' positive attitudes towards foreign language learning, classroom activities and learning outcomes all boost the enjoyment of foreign language learning.

2.9. Rationale and research questions

Since 2016, research on positive psychology in education—and FLE in particular—has grown exponentially (Dewaele et al., 2019). However, while there have been a few studies on FLE in Western contexts such as Poland (Mierzwa, 2018), Romania (Pavelescu & Petrić, 2018) and in the UK (Dewaele et al., 2018), no studies on FLE have as yet been conducted in the Nordic nations or in Norway. This thesis remedies this gap in the research, where it is the first empirical study to investigate FLE in Norway educational contexts. It is also a chance to examine whether the school's foreign language lessons are indeed as fascinating and enjoyable as the curriculum the government has suggested. The first research question, which seeks to investigate the level of FLE in upper secondary school, was driven by this curiosity. As there are only two schools participating in this study, it is worth comparing their level of FLE to discover if there are any differences. This study is also motivated by the desire to find and understand what affects the level of FLE and how to make FL classes more engaging, which generated the second and the third research questions. Accordingly, the following three research questions are the focus of the current study:

RQ 1: What is the level of English learning enjoyment among students from two secondary schools in Stavanger?

RQ 2: What are the factors that affect the level of English Learning Enjoyment among these students?

RQ 3: Which changes can be made to English lessons to increase the level of English learning enjoyment among upper secondary schools' students?

2.10. Chapter summary

This chapter provided insights about FLE and its impact on different aspects of SLA. In particular, teachers are universally acknowledged as an important factor in building a happy environment conducive to learning. The more teachers use FL in the FL classroom, the more enjoyable moments students experience. Additionally, teachers who vary and diversify their teaching routine are found to create higher levels of enjoyment in their classrooms. Learner-related factors such as multilingualism and attitude towards FL teachers also contribute to increasing the FLE level. Other emotions in FL classroom are also discussed, such as FLCA, FLLB are negative emotions, while positive emotions such as love have a stronger impact on knowledge acquisition and engagement. FLLB is confirmed to have a strong negative association to the FLE, meaning that the high level of FLE leads to the lower level of FLLB. In contrast, FLCA and FLE can exist independently and simultaneously.

3. Methodology

This chapter outlines the methodology used in this study, which investigates English learning enjoyment in two upper secondary schools in Stavanger. The chapter is divided into six sections: mixed methods research, sampling methods and participants, data collection methods, data analysis, research ethics and a brief summary of the whole chapter.

3.1. Methodology, design, methods

When it comes to research methods, researchers tend to use terms like "methodology", "design" and "methods" interchangeably. However, according to Creswell and Plano Clark (2007), these terms possess different meanings, where they suggest that a thorough understanding of these concepts facilitates researchers with higher effectiveness when conducting their studies. Creswell and Plano Clark (2007) define these terms as follows:

- The methodology refers to the overall strategy used to conduct any research. It serves as a guide for researchers to rely on to design their research to answer research questions. The selection of the methodology is based on specific criteria, including the researcher's background and personal preferences.
- Design denotes the comprehensive plan outlined for the entire research procedure, including instructions on performing the sampling procedure, selecting appropriate measurements, and conducting an analysis of the acquired data. The selection of research design is suggested to be aligned with the research questions and the chosen methodology. For example, a researcher can choose research designs such as experimental or observational, or case study.
- Methods is used to explicate the particular techniques employed for gathering and analysing data in the process of conducting research. The three commonly used methods are quantitative, qualitative, and mixed. Again, deciding which methods to choose for the research is based on research questions and methodology. Surveys, interviews, and observations are used frequently by researchers. In which, surveys have the potential to gather both quantitative and qualitative data, whereas interviews and observations are pure methods of qualitative data collection.

3.2. Research methods

In applied linguistics, there are three main types of research used to conduct any research. Johnson and Christensen (2020) clearly explain the concepts of these three types of research:

> Pure quantitative research relies on the collection of quantitative data (i.e., numerical data) and follows the other characteristics of the quantitative research... Pure qualitative research relies on the collection of qualitative data (i.e., non-numerical data such as words and pictures) and follows the other characteristics of the qualitative research... Mixed research involves the mixing of quantitative and qualitative research methods, approaches, or the paradigm characteristics.

> (Johnson & Christensen, 2020, p.32)

Additionally, they also discuss the different uses between these three types of research. They state that quantitative research is used to test pre-existing theories and assumptions. Researchers use this to prove whether the assumption or theory is true or false. In SLA, this type of research is widely used to explore relationships among linguistic features or to measure frequency, distribution of a certain linguistic aspect. For example, researchers might conduct a quantitative study to examine the relationship between age and language proficiency in second language learners. On the other hand, qualitative method is used to find out new concepts or phenomena in a certain topic of research or when they want to research about people's experiences or their points of view. Non-numerical data collection such as interviews, observations, or written text are popular when conducting qualitative research. For example, researchers might conduct a qualitative study to explore the language ideologies of a particular community. In fact, Onwuegbuzie and Leech (2005), cited in Cohen et al. (2011), suggest that instead of using the terms "quantitative" and "qualitative", they can be changed to "confirmatory and exploratory research".

While each approach has its strengths, there are also limitations to using only one method. Quantitative research is accessible to statistical analysis for the purpose of measuring a particular phenomenon in SLA. However, it may not facilitate a comprehensive understanding of the

reasons that lie behind the obtained outcomes. Frequently, the outcomes tend to oversimplify the complexity of the subject matter by just transforming them to numerical data. Qualitative research, on the other hand, can provide rich and in-depth descriptions of phenomena or events in SLA. Qualitative research is often conducted with a limited number of participants due to time constraints in analysing a vast amount of qualitative data, so the results of qualitative research often cannot be generalised. Another limitation of qualitative research refers to the analysis of qualitative data that is based on interpretation and bias of the researcher. Mixed methods research emerged as a solution to address the limitations of both quantitative and qualitative research, while also incorporating the positive aspects of each approach. Both numerical and non-numerical data are collected and analysed to provide a holistic view of the research topic.

Creswell and Plano Clark (2007) comprehensively define mixed methods research as follows:

> Mixed methods research is a research design with philosophical assumptions as well as methods of inquiry. As a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of qualitative and quantitative approaches in many phases in the research process. As a method, it focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach alone.

(Creswell and Plano Clark, 2007, p.5)

According to Creswell and Plano Clark (2018) and Johnson and Christensen (2020), there are different ways to produce mixed methods study. Researchers have the option to incorporate qualitative aspects into their quantitative research or integrate quantitative elements into their qualitative research. Alternatively, they can create a unique mixed design with a combination of both quantitative and qualitative components, depending on research topics or research questions.

It is common practice for researchers to engage in mixed methods research either concurrently or sequentially. Concurrent mixed methods research refers to the simultaneously performing collection of quantitative and qualitative data and offers a comprehensive perspective of the research subject. On the other hand, sequential mixed methods research refers to the

quantitative and qualitative data collection conducted in a particular order, with latter data collection based on the analysis of the previously collected data, facilitating a more profound comprehension of a specific research topic.

3.3. Sampling methods and participants

3.3.1. Sampling methods

A purposive sampling is one of the popular sampling methods used to select the participants in research. Purposive sampling is classified as a non-probability sampling technique by Johnson and Christensen (2020), which means that the researcher selecting the research participants based on specific criteria, such as age, gender, ethnicity, occupation, experience, or knowledge, in accordance with the research objectives and questions (Cohen et al., 2011). For example, researchers who study the impact of female teenage FL learners on a certain aspect of SLA choose to use purposive sampling to select participants who are female FL learners between 15-17 years old.

The advantage of purposive sampling is the selection of participants based on specific criteria that are relevant to the research topic, thereby facilitating a more detailed understanding of the phenomenon being studied. However, this sampling method also has limitations. One of the main limitations is the possibility of inaccuracies in the selection criteria for participants, which may arise due to insufficient knowledge or expertise regarding the necessary information (Fraenkel & Wallen, 2005). Indeed, if researchers make presumptions regarding certain characteristics possessed by a certain group of people, but the chosen sample does not have those characteristics, the findings of the study may lack credibility. Another limitation of this sampling method is the inability to generalise the findings, which is also quite common to non-probability sampling methods. The selected participants with this method do not represent the majority of the population, thereby diminishing the efficacy and applicability of the research outcomes. After careful consideration of the limitations, this study utilises purposive sampling, where the reasoning is discussed in the following section.

3.3.2. Participants

The study participants were selected based on the inclusion criteria. These criteria stipulated that students were in their first year of upper secondary school studying English as a compulsory subject and willing to participate in the study. The decision for the focus on first-year upper secondary school students was instructed by the fact that students' English proficiency at this stage was sufficient to understand and adequately answer the questionnaire. As the questionnaire was in English and I do not speak Norwegian, this is a prerequisite. Secondly, as mentioned above, in their curriculum English is compulsory for first-year students, while in later years these students can choose to study or not to study English.

The participants of this study were 166 students in two upper secondary schools in Stavanger, Norway. There were 73 students from school A and 93 students from school B. Participants were recruited through their English teachers, who distributed information to their students. For school A, there were two phases in data collection (which will be detailed in the following section). The researcher joined the process of data collection at school. It is noted that the attendance of the researcher only represents the formality of this study, and it has no effect on the data collection process, where I joined the process as a listener and collected no data. The guideline for teachers on how to carry out the data collection process will be covered in the following section. For school B, there were some difficulties in matching the data collection process with the school curriculum, so teachers from this school only accepted to participate in one phase to collect data. However, teachers in school B went out of their way to help share the message of this study so that teachers and students of other VG1 classes in the school could participate.

There were notable differences between participants from these two schools. Participants from school A were from one big class, which was divided into three smaller classes in three separate rooms and taught by three teachers. However, participants from school B were from different classes in the same schools and taught by several different teachers. The correct number of teachers in school B was unknown because the researcher contacted only one teacher from this school. It was that teacher who shared the questionnaire link to other teachers from the same English department through their internal communicate channel, so the other teachers could then share it with their students.

3.3.3. Participants recruiting process

There are thirteen upper secondary schools in Stavanger, which are dispersed throughout the city. Only six schools close to the city centre were chosen due to practicality and to reduce the travel needed to conduct the study. I made the decision to visit each school personally, in the hopes that meeting in-person would allow me to easily introduce and exchange ideas about the study with the schools' English teachers and thus secure their approval for undertaking research that involved their students. After visiting and speaking with the receptionists at the first three schools, they were advised that it would be preferable to email the school and explain about the study's project. They could then forward that email to the school's English teachers, who could then respond if they wished to participate. Face-to-face interactions were therefore shown to be ineffective, so I contacted each of the six institutions via email and waited for their responses. Three teachers—one from school A and two from school B—replied, indicating that they would be happy to take part. I then scheduled a meeting to provide an overview of the project's details and how data would be gathered.

3.4. Data collection methods

Two data collection methods were employed in this study: an online questionnaire and group activity.

3.4.1. Questionnaire

Paltridge and Phakiti (2015) cite a questionnaire as a research instrument in written form which is used to collect data with large numbers of participants, because it is easily administered and adaptable, where it can be shared in an online, paper, telephone, or face-to-face formats. It is one of the most popular research instruments applied in linguistics research fields (Dörnyei, 2011). Paltridge and Phakiti (2015) stated that the purpose of using a questionnaire is to elicit both objective and subjective data from the participants. For example, objective data includes

data about demographics (gender, age, and place of residence) and educational background, whereas subjective data is information about attitudes, beliefs, experiences, opinions, behaviours, or characteristics.

There are many types of questions that can be used in questionnaires. In this study, only three types of questions are discussed, which are the ones utilised in the questionnaire of this study. The most popular type is closed-ended questions, such as multiple-choice questions or rating scales. Measurements of opinions, attitudes, and knowledge are made using this kind of question. In applied linguistics, multiple-choice questions are employed to elicit participants personal data such as English proficiency level and length of English learning (Fraenkel & Wallen, 2005). Another type is open-ended questions, which ask participants to write their answer as text in a blank space to provide more exploratory. This gives participants more freedom to express their ideas or knowledge through their written answers. The data collected from this question is rich in information and is thus harder to interpret. However, sometimes it is useful to combine these two types of question in a single questionnaire to investigate deeper, for example, one phenomenon or a topic (Dörnyei, 2007).

The final type is Likert-scale. It is one of the attitude scales used in educational research and named after its creator, Rensis Likert. The Likert scale consists of a series of statements or items, each with a response scale that ranges from strongly agree to strongly disagree, or from very satisfied to very dissatisfied, or similar (Fraenkel & Wallen, 2005). While Fraenkel and Wallen (2005) separate the questionnaire and Likert scale as different instruments, Johnson and Christensen (2020) describe the Likert scale as a type of closed-ended response categories. The response options from this scale include *strongly agree, agree, neutral (or no opinion), disagree and strongly disagree*. These responses are then assigned number on it so they can be used for quantitative analysis. Especially, it can look like this, *strongly agree* = 5, a*gree* = 4, *neutral (or no opinion)* = 3, *disagree* = 2 and *strongly disagree* = 1. It is a point of contention as to whether the neutral response (neutral, I don't know, no opinion) should be omitted from the scale. Some scholars argue that it is necessary to remove this option because if many participants choose this option, the results of the quantitative analysis will become statistically insignificant. However, others think that removing this option just because it is not convenient for researchers is unprofessional. Perhaps that choice is the only one that truly reflects the participants' actual status (Paltridge & Phakiti, 2015).

Dörnyei (2011) describes the several advantages of questionnaire. As mentioned above, questionnaire can be administered to a large group of participants at the same time. Therefore, it requires much less time, effort, and financial resources to use it compared to other data collection instrument like interview the same number of participants. Second, a well-constructed questionnaire leads to easy and fast data processing, especially with the help of computer software. Questionnaires are also versatile, which can be used to any target research groups, in anytime and anywhere. Not to mention, if necessary, this study tool allows for anonymous research to be conducted. However, there is no perfect research instrument: questionnaires also have their limitations. The first is that questionnaires are very easy to create and therefore often lead to unreliable and invalid questionnaires. The biggest weakness of the questionnaire is that the questions and the answers given (closed-ended questions) must be simple, concise, and straight to the point so that the readers immediately understand the questions and items in closed-ended answers to give the correct responses. Because of the simplicity of the questions and items in closed-ended answers, the data collected from the questionnaire will not be sufficient for more in-depth research.

In this study, a questionnaire was developed and administered to the participants to collect quantitative data on their English learning enjoyment. The questionnaire was inspired by the FLE scale from Dewaele and MacIntyre (2014) (See Appendix A). The questionnaire included both closed-ended background questions, open-ended questions, and Likert-scale questions, which explored the factors that contribute to English learning enjoyment. This included three separate sections:

- Section 1 included three questions. One question asks about gender of the respondents, while other two questions asking about their desired future job and how English might help them in that job.

- Section 2 included 19 Likert scale questions, rated on a 5-point scale, ranging from 1 (strongly disagree) to 5 (strongly agree). This scale was created and modified from the foreign language scale enjoyment scale used in Dewaele and MacIntyre (2014). The detailed modification in the scale will be discussed in the next two sections.

- Section 3 included one multiple choice question asking if the respondents enjoy or don't enjoy the English lessons. Depending on their answer from previous question, the respondents answered 2 open-ended questions relating to their earlier choice (enjoy or

don't enjoy). These open-ended questions provided an opportunity for participants to elaborate on their responses and provide additional insights into the factors that contribute to their English learning enjoyment.

The questionnaire was administered online using SurveyXact, a tool for creating questionnaire-based surveys used in Scandinavia. Participants received a link to the questionnaire from their teachers, and they were asked to complete it at their convenience (for school B) and in class (for school A). The questionnaire took approximately 20 minutes to complete.

3.4.2. Group activity

According to Johnson and Christensen (2020), a focus group is a qualitative research method in which selected participants are divided into groups of 5-10 people and asked to discuss a certain topic related to the research topic. Data collection from focus group is useful to explore in-depth information about the research topic being studied. Data collected from this research method is commonly analysed using thematic analysis.

I did not interact directly with the groups, thereby it cannot fully be considered as a focus group. Therefore, group activity in this study is described as a modified form of a focus group. The reason this research method was chosen lies in its ability to gather in-depth information from a larger number of participants in a shorter timeframe compared to interviews.

In the present study, in one of the participating schools, a group discussion activity was conducted to collect qualitative data on the students' English learning enjoyment. The class was divided into small groups of 3-4 students. The discussions were guided by a semi-structured interview protocol including three questions (See Appendix B), which explored the factors that contribute to English learning enjoyment.

I went to school A at the scheduled time for a meeting with English teachers. We discussed about the project, and I explained the group activity guideline. The group discussion activity began with the introduction from the homeroom teacher about the researcher and what the study was about. Then she carefully described the group activity instruction. The discussion questions were shown on the TV in each classroom. After that, students began to discuss each question with their group mates. One member of each group was assigned to be the group

secretary who recorded answers from all group members to a piece of paper. The group discussion lasted for 30 minutes, and I was able to move around these three small separate classrooms to listen to the participants. At the end of the discussion, the discussion groups wrote a short summary recording the ideas and information discussed by the members on a piece of paper. Students' written responses were collected by the researcher to serve as data for this study.

3.4.3. Pilot test

For reliability and validity purpose, piloting the research tools is essential to examining how they will perform. Most commonly, these tools was piloted with participants who were members of the target population (Dörnyei, 2011). However, if the situation does not allow it, as in this study where the number of participants is limited, then a trial questionnaire with participants with similar criteria with the target population could be given to the target population with similar criteria but not exactly the same, or at least to questionnaire developer's friends or colleagues because they can provide constructive information to improve the questionnaire (Paltridge & Phakiti, 2015).

During discussions with other teachers, it was discovered that teacher C's students from school B did not meet one of the specified inclusive criteria as they were foreign students rather than Norwegian citizens. The other requirements, such as their shared VG1 origin and strong English language skills, were, nevertheless, satisfied. Because of only two schools participating in the study and the limited number of participants, plus the concern about reliability and validity of the questionnaire, the researcher decided to still conduct the study with this class, but just for the reason of piloting research tools. As a result, the class instructed by this teacher conducted a pilot test of the research instrument that was eventually employed in this study sample because both the teachers' and the class's responses or recommendations were beneficial for questionnaire revision.

Therefore, after developing the questionnaire and questions used in the group activity section, the researcher used these instruments with teacher C' class (only 10 students in the class). This pilot test procedure was the same as the official procedure. The purpose of this pilot test is to seek feedback from both teachers and students involved to improve the quality of the questionnaire and questions in the group activity. The researcher also joined the class to observe

and assess the situation to make appropriate adjustments, in addition to feedback from students and teachers.

After receiving feedback and analysing the situation, the researcher made the following adjustments:

a.   Rephrased or adding phrases/words in some items in the Likert scale to better match the English level of the participating students or make the meaning more accurate in this study context. Particularly, the phrase *"foreign language"* was replaced with *"English"* throughout. Six items had the word *"during English classes"* added to them to make clear that English lessons were the study's setting. The term *"English"* was added to all teacher-related phrases to refer specifically to English teachers, as in *"My English teacher is friendly"*. Other modifications that do not conform to the above three criteria are described in detail in the table below.

Item	Original Version	Modified Version
9	In class, I feel proud of my accomplishments.	During English lessons, I feel proud of my work.
10	It's a positive environment.	There's a positive environment during English lessons.
12	It's fun	Learning English is fun
13	Making errors is part of the learning process	When learning a language, making errors is part of the learning process

Table 1. Comparison between original and modified version of FLE scale

b.   Removed "*We have common "legends", such as running jokes*" item from the Likert scale because it was too vague, and "*I enjoy it*" because it was moved to section 3 of questionnaire.

c.   For the group activity, I kept the three questions and the discussion activities in class. However, after the discussion was over, instead of students answering questions one by one, students will have to write their answers in a paragraph summarising the ideas from the members onto a piece of paper (See Appendix C), which would be collected by the researcher. The reason for this change is that students who answer questions one by one tend to include only a few

words in response or bullet points, sometimes only amounting to just one word (See Appendix D). This does not help much in the data collection process because the information is too little.

After the questionnaire revision, the Cronbach's alpha coefficient was made to measure the internal consistency and reliability of this Likert scale. The result shows that the alpha coefficient is .842, which indicates a high level of internal consistency among the 19 items included in the scale and this scale is a valid and reliable tool for measuring the FLE.

One item in the modified FLE scale, *I feel as though I'm a different person during the English class,* seems ambiguous. However, there was no modification in wording except adding "during English class". As there is no note from the original scale developer explaining this statement, I interpreted this statement to denote that if the learner feels different in English class, this is a sign of enjoyment. The "different" in this statement has a positive meaning because it is in the scale which measure enjoyment and all the items in the scale were phrased positively. Despite that, this item was kept in the final version of questionnaire due to two reasons. Firstly, there was no feedback from either schoolteachers or participants about this statement. Secondly, the result from Cronbach's alpha coefficient shows almost no differences if the item deleted.

3.5. Data analysis

In this study, the quantitative data were analysed with the support of SPSS. Quantitative data includes responses from section 1 and question 1 in section 3 of the questionnaire. First, to answer RQ 1, a descriptive statistic test was performed with the FLE scale. The results of this test would indicate the level of English learning enjoyment. A series of descriptive statistics and inferential statistic tests (t-test and ANOVA test) were performed to find out which factors influence English learning enjoyment that can be derived from quantitative tests. Previously, coding for quantitative data was done to bring the options in alphabetic form to numerical form. For example, in the gender section, male = 1 and female = 2; or "I enjoy them very much = 4, I enjoy them = 3, I don't enjoy them = 2, I don't enjoy them at all = 1".

Besides, qualitative analysis was also performed with the help of Nvivo. This software made coding and categorising qualitative data from questionnaire and group activity more effective and convenient. The same responses were grouped into a theme, and they are classified

according to the questions in the questionnaire and group activity. Specifically, what participants enjoy, don't enjoy, and what changes can be made to increase the English learning enjoyment in classroom. From the analysed data, I looked for similarities and differences between the schools, and to see what events emerge related to English learning enjoyment that can be answered for RQ 2 and RQ 3.

3.6. Research Ethics

Research ethics refers to a set of moral principles and standards that guide researchers in conducting their studies. Ethical considerations are critical in any research study, as they ensure that the rights and welfare of participants are protected and respected throughout the research process.

According to Creswell and Plano Clark (2007), ethical issues that need to be considered in mixed methods research and in any kind of research involving people include obtaining informed consent, protecting confidentiality, ensuring privacy, minimising harm, and addressing issues of power and social justice. Informed consent involves informing participants about the research study and obtaining their voluntary agreement to participate. Confidentiality refers to protecting the identity of participants and the information they provide during the study. Privacy means not disclosing what people say in a manner that allows them to be identified. Minimising harm involves taking steps to avoid physical, psychological, or emotional harm to participants. Addressing issues of power and social justice involves considering the impact of the research study on marginalised or vulnerable populations.

Dörnyei (2011) points out that one of the basic principles of research ethics is not to cause any harm to the mind and body of the participants during the conduct of the research. Additionally, the researchers must also try to help the participants achieve certain benefits because they have given their time and energy to help us. Furthermore, participants have the right to refuse to answer questions if they think the questions are too personal or to withdraw from the study without giving a reason. The rights of participants must be respected by the researchers along with the right to remain anonymous when participating in the study. Usually, researchers

will be subject to the privacy protection laws of the participants according to the government of the country in which they conduct the research.

Before starting the data collection for this study, the researcher obtained the consent of the NSD (Norwegian Centre for Research Data) to collect data in schools. NSD (which has now become a part of a new agency called Sikt), was a research infrastructure organisation in Norway that provided data services and infrastructure to the research community.

Finally, it is important to know how to store participant information. Because the research was conducted anonymously, no personal data was recorded or kept. Even the SurveyXact software used in this study includes a "Delete personal data" function. After this study is completed, the responses from questionnaire and papers collected from group activity will be destroyed.

3.7. Summary

This chapter first provided different definitions of three popular terms used in research methodology, namely methodology, design, and methods. Comprehensive understanding of the difference between these terms facilitates the effectiveness of research procedure. Besides, detailed description of mixed methods research and its benefits were mentioned in this chapter. This is the research method used to conduct this study. Finally, the data collection process is also presented in detail from identifying target participants, recruiting participants to the instrument used in this study, and finally talking about how to analyse the data collected from mixed research methods. Research ethics is also considered in studies when people are involved. Although the data is collected anonymously, the researcher of this study must also report to NSD to get consent to conduct this study at two upper secondary schools. The next chapter will present the results of the study.

4. Results

The purpose of this chapter is to present the findings of the data analysis on the level of English learning enjoyment and other factors which impact the English learning enjoyment in two upper secondary schools in Stavanger. This chapter is divided into three sections: overall analysis, quantitative data analysis, and qualitative data analysis. In qualitative data analysis, I analyse the data from two schools separately to find out the similarities and differences between them.

4.1. Overall analysis

Before moving to the results of each research question in the next section, this section includes some statistics on the participants' gender, and the school which they are attending (Table 2 and Table 3).

Gender	Frequency	Percent
Male	61	36.7
Female	103	62
Prefer not to say	2	1.2
Total	166	100

Table 2. Numbers of the participants by their genders

School	Frequency	Percent
School A	73	44
School B	93	56
Total	166	100

Table 3. Numbers of the participants by their schools attending

As mentioned in the Methodology chapter, there were 166 participants from two upper secondary schools, school A and school B, contributed to this research. Among them, female participants accounted for 62% and male participants are 36.7%. Two participants did not reveal their gender. Females were more common in each individual school, as Figures 1 and 2 show.

In particular, the number of female participants at the school A was more than twice as high as the number of male participants (Figure 1).
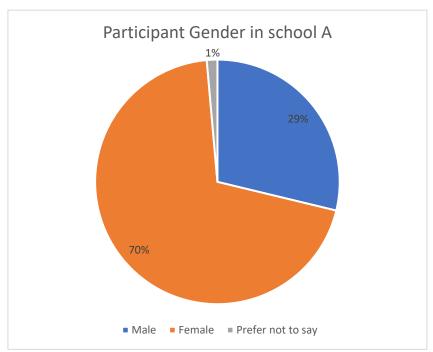

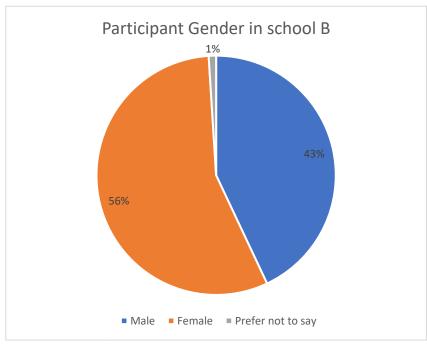**Figure 1.** Participant genders in school A

Figure 2. Participant genders in school B

Figure 3 shows students' responses (in percentages) to the foreign language scale (section 2 in questionnaire). Nine items have only 163 respondents, which means that three participants only completed the questionnaire partially and only did half of the foreign language scale (10 out of 19 items). The questionnaire was presented on two pages and the three students who only completed 10 items seemingly did not notice there was a second page to complete.

Regarding responses from section 2 in questionnaire, the modified FLE scale, "*Strongly agree", "agree", and "neither agree nor disagree"* were the most chosen across all 19 items, showing participants' neutral to positive attitudes in the responses.

Notably, responses to the statements *"It's cool to know English", "When learning a language, making errors is part of the learning process, "In English class, my classmates are nice"* received significantly more *"agree"* and *"strongly agree"* responses from respondents than responses to the neutral and almost no negative responses recorded. However, statements like *"I don't feel bad if I make mistakes when I speak English," "I feel as though I'm a different person during the English class,"* and *"I don't get bored during English class"* received the majority of "disagree" or "strongly disagree" responses. Only three items had the most responses on either the positive or negative side, but four of them had plenty of neutral responses. *"Learning English is fun"* had the same number of neutral responses as *"We create a tight group in our English class"* and the rest were *"We laugh a lot during English sessions,"* and *"I feel as though I'm a different person during the English class."*
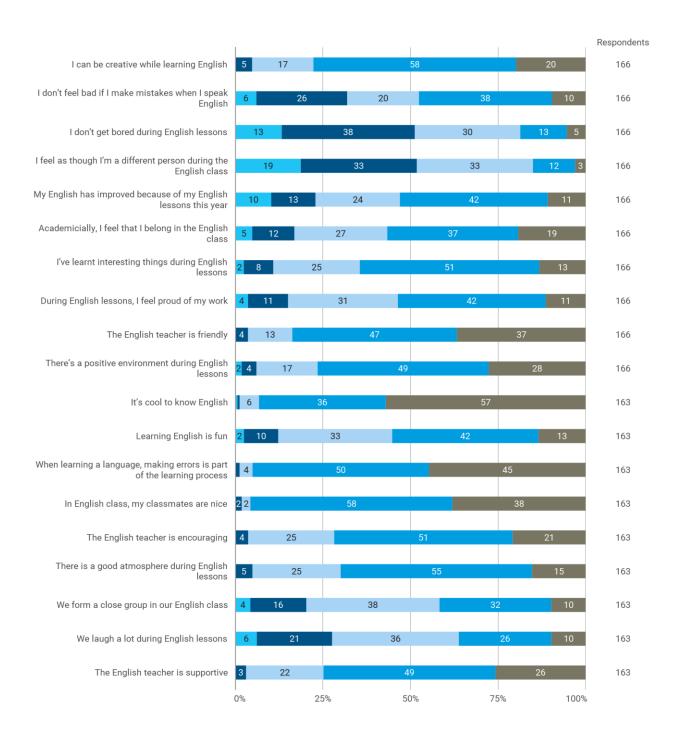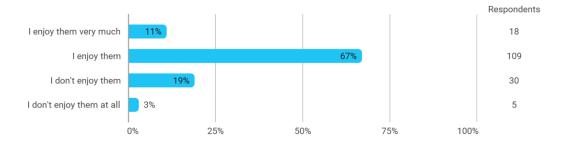
Figure 3. Foreign language enjoyment scale responses

Finally, question 1 from section 3 of the questionnaire was analysed. This asked about the students' overall feeling about English lessons with two positive (I enjoy them very much, I enjoy them) and two negative (I don't enjoy them at all, I don't enjoy them) options. As Figure 4

shows, participants had 78% positive responses to this question, compared to only 22% negative responses.

Figure 3. Responses of Question 1 in Section 3, "Overall, how do you feel about your English lessons?" (N=162)

Overall, the overall responses to the questionnaire show that the vast majority of participants enjoy their English lessons, while only small number participants express dissatisfaction about their English lessons. From the FLE scale, participants had extremely positive attitude to the English language, the awareness of making mistakes in their English learning and their classmates, while others disagree with statements regarding the atmosphere of the English lessons.

4.2. Quantitative data analysis

Due to their ease of processing, quantitative data were examined first, which included information on gender, ideal job, beliefs regarding the use of English in participants' ideal jobs, attitude toward English lessons, and the FLE scale.

The first and foremost purpose of quantitative analysis is to determine the overall level of English learning enjoyment and whether there is a difference between the two participating schools in terms of English learning enjoyment. After that, other quantitative data was investigated to explore the factors may impact the level of enjoyment associated with learning English. The quantitative information from the questionnaire was examined using descriptive and inferential statistics.

It should be noted that this section differs from the preceding section in the way that the former was merely a preliminary analysis of the data collected, whilst the latter was a more thorough analysis using SPSS software to compute, quantify, and compare the outcomes.

4.2.1. The level of English learning enjoyment in overall and between two schools

From Table 2, it can be seen that the mean score overall for the 19 items on the FLE scale is 3.59. Dewaele and MacIntyre (2014), cited in Kaplan (2022), state that if the mean score is above 3.50, it indicates that participants enjoy learning a foreign language. Overall, then, the students from these two schools experience enjoyment while learning English. However, the individual mean scores of the schools differed slightly. The mean score for school A and school B are 3.51 and 3.72, respectively.

School	N	M	SD
A	73	3.51	.436
B	93	3.72	.493
Overall	166	3.59	.476

Table 4. Mean Value of English Learning Enjoyment of the Students According to Their School Attending and Overall

An independent-samples t-test was conducted to compare the level of English learning enjoyment for school A and school B. There was a significant difference (t (164) = -2.847, p = 0.005) in the scores with mean score for school A (M = 3.51, SD = 0.436) was lower than school B (M = 3.72, SD = 0.493). The magnitude of the differences in the means (mean difference = -0.208, 95% CI: -0.353 to -0.06) was significant. Hence, there is a significant difference in the level of English learning enjoyment between school A and school B.

This statistic indicates that FLE of school A is lower than that of school B and overall FLE of both schools. And vice versa, school B's FLE is higher than that of the other school and overall FLE.

After determining the degree of FLE, I continued to examine each item in the scale of the questionnaire. Table 3 shows the mean and standard deviation value for each item by school. The mean value of each item of school A is always lower than that of school B.

	School/Overall	N	M	SD
I can be creative while learning English	School A	73	3.81	.758
	School B	93	4.02	.737
I don't feel bad if I make mistakes when I speak English	School A	73	3.07	1.018
	School B	93	3.29	1.176
I don't get bored during English lessons	School A	73	2.34	.989
	School B	93	2.80	1.059
I feel as though I'm a different person during the English class	School A	73	2.41	.910
	School B	93	2.53	1.109
My English has improved because of my English lessons this year	School A	73	3.19	1.050
	School B	93	3.40	1.208
Academically, I feel that I belong in the English class	School A	73	3.42	1.092
	School B	93	3.63	1.071
I've learnt interesting things during English lessons	School A	73	3.63	.825
	School B	93	3.66	.961
During English lessons, I feel proud of my work	School A	73	3.38	.876
	School B	93	3.53	1.028
The English teacher is friendly	School A	73	4.05	.848
	School B	93	4.26	.721
There's a positive environment during English lessons	School A	73	3.77	.906
	School B	93	4.12	.845
It's cool to know English	School A	73	4.36	.609
	School B	90	4.59	.733
Learning English is fun	School A	73	3.42	.956
	School B	90	3.63	.905
When learning a language, making errors is part of the learning process	School A	73	4.15	.638
	School B	90	4.58	.540

In English class, my classmates are nice	School A	73	4.22	.559
	School B	90	4.40	.650
The English teacher is encouraging	School A	73	3.82	.752
	School B	90	3.94	.784
There is a good atmosphere during English lessons	School A	73	3.66	.692
	School B	90	3.92	.782
We form a close group in our English class	School A	73	3.16	.943
	School B	90	3.36	1.020
We laugh a lot during English lessons	School A	73	2.96	1.073
	School B	90	3.26	1.023
The English teacher is supportive	School A	73	3.89	.792
	School B	90	4.04	.763

Table 5. Mean and Standard Deviation Value of Each Item in The Scale

First, the researcher determined which items have a relatively high mean value (M>4.00) for both schools. There are a total of four items that meet that standard: *The teacher is friendly, It's cool to know English, When learning a language, making errors is part of the learning process, In my English class, my classmates are nice.* In particular, the item " *It's cool to know English*" has the highest mean value in both schools (M=4.36 for school A and M=4.59 for school B). In contrast, there are two items with the lowest mean value in both schools: *I don't get bored during English lessons* (School A, M=2.34 and school B, M=2.80), *I feel as though I'm a different person during the English class* (School A, M=2.41 and school B, M=2.53). Furthermore, there are three items with a mean value higher than 4.00 only for school B. They are *I can be creative while learning English* (M=4.02), *There's a positive environment during English lessons* (M=4.12), *The English teacher is supportive* (M=4.04). While school B has many items with high mean value, school A has one item with a mean value lower than 3.00, which is the average value. *We laugh a lot during English lessons* has mean value of 2.96.

These statistics show that the students from both schools have a very positive attitude towards the English language itself, their classmates, and their teachers. They are also aware that to learn English, making mistakes is a part of this learning process. However, the results also show that students from school B experience positive atmosphere in the English classroom than

students from school A. Students from school B can be creative and get more support compared to school A's students. In contrast to school B, laughter is less frequent in English classes at school A.

4.2.2. English learning enjoyment and gender

An independent-samples t-test was conducted to compare the level of English learning enjoyment for male and female students. There was no significant difference (t (162) = 1.848, p = 0.66) in the scores for male (M = 3.71, SD = 0.416) and female (M = 3.57, SD = 0.511). The magnitude of the differences in the means (mean difference = 0.142, 95% CI: -0.009 to 0.295) was very small. Hence, even though the mean score of males is bigger than females in terms of level of English learning enjoyment, but this difference is not statistically significant.

4.2.3. English learning enjoyment and desired job in the future

In section 1 of the questionnaire, there were two questions relating to desired jobs in the future. The first question was an open-ended question, which asked the students about the job that the students aspire to do in the future, and they responded by writing their answers as text. The purpose of posing this question was to determine whether the direction of the students' dream job in the future has any influence on FLE. The second question asked the participants if their knowledge of English would help them in their future careers. It was a closed-ended question and was intended to investigate whether the students' belief on the use of English in their future job has any impact on the level of FLE.

Since the first question was open-ended, the researcher recorded and classified the participants' responses. Four main groups were drawn:

- Group 1 (N = 64) includes responses that gave a job title. For example, doctor, dentist, lawyer...

- Group 2 (N = 30) included the respondents who had more than one job they wanted to do. For example, *"I would like to become either a psychologist or an architect…"* or *"I would like to become a doctor, psychologist or lawyer"*.

- Group 3 (N = 55) includes responses that have a rather vague concept of their future work. They can indicate the industry they want to be in or the work environment they like to work in. For example, *"I'm not completely sure, but I'd prefer to have a job where I get to travel outside of Norway and meet a lot of new people, as well as experience new things"*, or *"Some sort of developer within technology."*

- Group 4 (N = 17) includes answers such as *"I don't know"*, *"Not sure"*, or *"Unknown"* indicating that the respondents still have no direction for their future work or are interested in working in a certain field.

The responses demonstrate that the great majority of students either have a distinct vision of their future careers or have a general understanding of them.

After the classification was completed, a One-way Anova test was conducted to determine the influence of students' ideas of desired job (group 1, group 2, group 3, group 4) on the level of English learning enjoyment. The test revealed that there was not a statistically significant difference in the level of English learning enjoyment between these groups (F(3, 163) = 0.680, p =0.566).

Finally, another One-way Anova test was also performed to determine if there is any difference in FLE among students that know a knowledge of English can help them in their future desired job. Again, the test revealed that there was not a statistically significant difference in the level of English learning enjoyment among students who believe that good knowledge of English might benefits them in the future job (F(2, 163) = 2.134, p = 0.122).

4.3. Qualitative data analysis

After the quantitative data was analysed, I began to perform the analysis of the qualitative data to study and had a deeper look at the source of FLE in English classrooms. The qualitative

data was divided into two datasets which based schools and was analysed by schools. It would be easier to analyse each school separately, then the results would be compared between the two schools to find similarities and differences in the participants' responses.

4.3.1. Dataset from school A

a. Group activity

The qualitative data from the group activity (see Section 3.3.2) was analysed first. Students were asked what classroom activities they enjoyed (question 1) or did not enjoy (question 2) and finally made recommendations to make the class more enjoyable (question 3) for them.

The responses were varied including individual activities and group activities, in-class, and out-of-school activities, and even topics. and knowledge they want to learn. The activities in that class were classified as follows:

- Group work
- Oral tasks
- Writing tasks
- Reading tasks
- Tasks from schoolbook
- Games

- Doing quizzes
- Students' presentation
- Teacher's presentation
- Other tasks or activities (practical activities, out-of-school activities…)
- Watching movies or documentaries

Among these activities, activities that are recognised as creating enjoyment for the students include group work, oral tasks, games, doing quizzes, watching movies, and documentaries. Especially three activities of group work (10.35%), watching movies or documentaries (7.57%), oral task (4.91%) have high frequency mentioned when asked which activities they enjoy in English lessons.

Conversely, the following activities were reported by students as *"boring"* and *"repetitive":* writing tasks, reading tasks, teacher's presentations, and tasks from schoolbooks. There is a point that needs to be clarified about the difference between reading tasks, writing tasks and tasks from schoolbook. It was ambiguous, since tasks from schoolbook can include both reading, writing, and other tasks. Therefore, it was considered that if the participants' responses were reading or writing combined with their explanation, for example, *"I would like to write more fictive texts",* or *"... reading is much more important to me. Reading about current events is important..."*, this type of reading and writing would be classified as writing tasks and reading tasks which were not from the textbook, which included reading novels or books of interest. The rest of the reading or writing tasks without any explanation were classified as tasks from the schoolbook. Besides, in the writing tasks category, students also mentioned about not feeling enjoyment when there were too many writing tasks, or when the writing time was too long. These elements of writing tasks made students less interested in English lessons.

The teacher element was also mentioned by the participating groups. For example, *"What make English lessons more enjoyable is when the teacher talks with enthusiasm and ask students questions in between", "Our English teacher can give us more feedback", "We think that the English teachers are good...",* or *"We would also like to have X (one of the teachers) as our teacher."* The encouragement, support and feedback of the teachers therefore also plays an important role in the English learning enjoyment of the students.

Finally, suggestions from students to make English lessons more enjoyable were also analysed. No new activities were introduced, but two themes recurred:

- Teachers speak continuously for extended periods of time (7.16%). Examining these excerpts provided a deeper comprehension of the perspectives expressed by students regarding this phenomenon: *"We also don't like to listen to the teacher presenting throughout the lesson", "We want less presentations where the teachers talk for 15-30 minutes straight", "We lose our concentration and focus when the teacher talks for too long, especially when it's off topic",* and *"We find it hard to concentrate when the teacher is talking for a long time"*.
- Students get pointed to answer questions unwillingly from the teachers (3.7%). Inspecting these excerpts allowed for the observation of how students responded to this phenomenon:

"We like teachers to ask questions in groups rather than pointing out individuals", "We would also like the teacher do not to ask a person who doesn't raise their hand", and *"don't ask individuals", "don't pick randoms to speak".*

The different discussion groups in the class made similar recommendations, increasing the activities that excite the students (group work, oral tasks, games, doing quizzes, watching movies and documentaries, other activities like practical activities, or reading novels of their own choice) and reducing the activities that did not interest the students (long and many writing tasks, reading tasks, teacher's presentation, or tasks from schoolbook). It was also suggested by discussion groups to only select students in the class who raise their hand or want to answer, not randomly ask others. Specifically, students wanted to have a variety of teaching methods in the classroom, not only having writing and reading tasks or just doing textbook exercises. These tasks made students feel bored in class. Finally, students suggested that teachers should *"be more energetic"* and gave more constructive feedback on their assignments which could facilitate their English skills improvement.

b. Questionnaire

The questionnaire also included open questions about what students enjoy, do not enjoy, and think can be improved during English lessons. As a result, the questionnaire analysis was likewise completed in three stages, including what students do and do not enjoy in English lessons, and making recommendations to increase levels of enjoyment. It is important to note that the open-ended question in the questionnaire is different from the questions in the group activity section. The question in the group activity section specifically asks students what classroom activities they do or do not enjoy, while the question in the questionnaire is a more general question asking students "what" they enjoy or do not enjoy in the English class and why they enjoy or do not enjoy it. The questions in the questionnaire are broader but more personal while the questions in the group activities are more specific but more general.

Students from school A did the questionnaire right after the group discussion activity so the dataset from this school was analysed first. The same categories were used in this section and new categories were added when new themes or activities emerged.

Participants reported that they enjoyed classroom activities such as group work, oral tasks and watching movies or documentaries. Some other activities that are also mentioned a lot are games, doing quizzes through two educational game-based apps Kahoot and Quizlet Live, and other activities like practical activities (simulate real-life situations) or out-of-school activities. One response notably states that the student likes the *"vocal"* of the class when they have oral tasks or group work rather than the silence when they have individual tasks. No teacher factor was recorded in this question.

There were many reasons that participants enjoy English lessons are noted. Among these, six main themes were identified. These were: achievement, fun, personal growth, growth in English skills, socialising, future use of English. Table 4 provides a detail description of each reason why students enjoy the English lessons. Among these, four reasons were mentioned frequently: fun, personal growth, growth in English skills, and socialising.

Reasons	Description	Extract from questionnaire
Achievement	Participants feel that they are good at English subject at school or that they feel they stand out at a certain skill in English.	*P1: "I also fell like English is a lesson that I did good in."* *P2: "Feel a sense of mastery from speaking or reading correctly"*
Fun	Participants record they feel fun and encouraging when participating in class activities during their English lessons.	*P3: "I enjoy group activities because it is social and fun."* *P4: "I like to do oral tasks because they are a lot more encouraging."*
Personal growth	During English lessons, through class activities, participants can gain knowledge or information about a certain topic that is useful to their	*P5: "I enjoy reading stories and essays about topics such as feminism, culture etc. I enjoy this because that way I*

	daily and social life.	*can get an insight on important topics regarding the world and our society, they're very informative and I often learn a lot."* *P6: "We learn about relative themes that we have int society which makes me more encouraged because I live in this world so it kind of belongs to me in a way."*
Growth in English skills	Participants develop certain English skills such as reading, writing, speaking, pronunciation, and vocabulary during their English lessons.	*P7: "I like to use my oral knowledge in English because I get to talk to other people and expand my vocabulary. A good vocabulary can be very useful later in life and now."* *P8: "I enjoy interesting topics and learning new fancy words. I also enjoy watching English movies and documentaries which helped a lot with speaking English, the English grammar and much more."*
Socializing	Participants state that during English lessons, they enjoy group works and oral tasks which help them communicate other classmates, express their opinions, listen, and exchange their point of view about topics.	*P9: "I enjoy discussing tasks in groups, because it is a lot more social and fun, rather than writing individually."* *P10: "…just speaking with others and participating digitally in tasks like with*

		Quizlet Live (where we get to see everyone's opinions on English) makes it very amusing."
Future use of English	Participants express their view about English language and belief about being able to have conversation with foreigners, in other countries in the future.	*P11: "I enjoy English lessons because it's fun to know that i can communicate with other people from other countries, and it will be good for my future."* *P12: "...English is also enjoyable because it's an international language which means you can communicate with almost everyone no matter where you are."*

Table 6. Description of Six Main Reasons That Students Enjoy English Lessons

On the other hand, participants pointed out what they do not enjoy in their English lessons such as teacher's presentation and talking continuously throughout the lesson, many writing tasks and the period of time for writing tasks is too long, repetitive reading and writing tasks every lesson and especially, getting pointed out to answer teachers' questions when they don't raise their hands. Nevertheless, while many students state that watching movies or documentaries is enjoyable, two participants say that this activity is boring because documentaries are long and the activity itself is repeated in English lessons.

Most of the participants only replied with the class activities they did not like, not many reasons explaining why they do not enjoy the English lessons were recorded from this question. However, the majority of the reasons that the students do not enjoy their English class because they feel bored of the activities mentioned above and some of them personally are not interested in English language subject.

The recommendations suggested by participants in their individual questionnaire were similar to the ones from group activity, for example, more group work, oral tasks and watching movies and documentaries. At the same time, they wanted to minimize the activities and factors that prevent students from enjoying the English class mentioned above. However, two new recommendations emerged. That is, (a) teachers should be telling jokes during the class and (b) in addition to studying in textbooks, students also want to learn topics that they enjoy or are important to in life, such as history and literature, with any kind of materials. For example, these participants expressed that, *"I enjoy discussing in groups about different subjects that I find quite interesting…", "I enjoy when we talk about relevant topics that is important to learn about and understand in daily life", "We talk about important and interesting topics."*

Additionally, students recommended that the teachers mark their assignments less frequently so that they studied for their own personal growth rather than grades, like this participant described, *"I would like to have vocabulary tests which are not graded so that we can practice for our own sake."*

It is surprising to see that the responses in this questionnaire are somewhat similar to the group activity section. The participants reported that they enjoyed many activities in English lessons which were similar to responses of question 1 in group activity, which added trustworthiness to the results.

4.3.2. Dataset from school B

The open-ended data collected from school B was only from questionnaire because the school and the teachers were unable to arrange group activity due to the school schedule and exam schedule. However, responses from this school were higher than from school A because the questionnaire was distributed to different English teachers inside the school so their students can access and do the questionnaire at their own convenience. As a result, the responses of the participants at this school were more diverse, meaning the participants not only wrote about class activities like the participants of the school A, but also provided what they enjoyed in their English class.

During the analysis, there are two categories that were repeated frequently like that of the school A, such as the students enjoy their English class while they learn about interesting topics or useful information in their daily life *("I enjoy learning about interesting topics such as English speaking countries culture and history", "I enjoy watching YouTube videos, documentaries, series and movies to learn different accents and English culture because it's entertaining and encouraging",* and *"Talking about problems relevant in today's society that happens in other countries"*), and having group work and discussions with their classmates *("I enjoy when we have discussion in class, it´s both fun and informative when hearing others point of view", "I like to do tasks as a group which is fun and I enjoy it",* and *"Analyzing works orally in groups. It allows me to use the language while learning about literature, which interests me").*

Unexpectedly, teacher and classroom environment factors were also noted often in the participants' responses. Specifically, the students described that they enjoyed the classroom environment created by their teachers, such as "[the student enjoy English lessons] *because the teacher creates a positive environment"*, and *"the environment and talking to fellow students".*

The participants also commended their teachers for their teaching methods and their supports and for trying to create a very creative learning environment with a variety of tasks, which the participants enjoyed it. For example:

- P13 wrote that their English teacher (and classmates) created enjoyable and engaging classroom environment: *"Aside from the academic aspects, our English lessons have been very enjoyable due to the casual environment created by our teacher and the students. Our teacher seems genuinely interested in the subject she is teaching, and that makes the class much more engaging".*

- P14 stressed his/her enjoyment in English lessons because of the teacher and student-teacher relationship: *"I enjoy our teacher's approach to teaching. As well as her overall perspective towards a teacher-student relationship. This brightens up my mood".*

- P15 and P16 expressed their positive feelings about their English class and their English teacher: "My classmates and my teacher is very nice. And the tasks are

variety", "I enjoy that it is just a calm setting and that it is not the worse class, and that the teacher is nice and brings a positive energy to the classroom".

- P17 and P18 described: "Recently we explored Jane Eyre as Wide Sargasso Sea was meant to be a prequel for it and the class arranged by my teacher was the best class I have ever been to!", and *"Our teacher is very creative with the lessons. We watch a lot of videos, play games and do things like drawing and making posters. When we learned about mindfulness and mental health, we even did a guided meditation together!"*

It is surprising that three categories, which are games, quizzes and watching movies or documentaries from school A's participants, were only mentioned once each in school B. In addition, while reading and writing tasks were reported as boring and not enjoyable in school A, students from school B enjoyed these tasks. For example, participants wrote: *"I really enjoy reading and writing in English",* and *"Reading; because I like reading, be it for fun or to learn something new. Writing: because it allows me to sort my thoughts in a more structured manner while being creative with that language use and it allows for further interest in a topic by sorting and recording previously existing opinions and thoughts and making room for new ones."* However, participants from this dataset did not clarify whether these reading and writing tasks were in our outside of textbooks. It is possible that students were not necessarily thinking about the same thing when they said they liked or did not like reading and writing. In other words, the seemingly different opinions in the two schools are not necessarily opposed.

Regarding reasons for English learning enjoyment, the six main themes of reasons mentioned in section 4.2.1 were used to categorise and determine what makes students enjoy their English class. Unlike school A's students, the students from school B reported that they enjoyed their English lessons mostly because of their personal growth and growth in English. For example: *"I enjoy it because it helps me understand English cultures better, while it also helps me better by English", "I like to learn about new text types and how the different components affect the reader. I enjoy this as it appears quite fascinating as well as you can get a lot of different interpretations and understandings of the same aspects",* and *"The reason why I enjoy them is because I get to practice my English during those lessons…"*

Reasons of fun *("I enjoy watching YouTube videos, documentaries, series and movies to learn different accents and English culture because it's entertaining and encouraging"),*

socialising *("I enjoy group discussions as they are educating and socializing")* and future use of English *("Because I know that English is the only thing that I am going to use after school,...")* were mentioned but less often.

As for what they do not enjoy in English class, participants said that repetitive tasks, such as *"sitting still listening to different texts and talking about them afterwards",* and *"I for example don't enjoy reading the texts that much, and this is something we do quite often, so this makes me not enjoying the lessons",* and boring or not useful topics like *"the topics in the subjects we learn about are not something I'm going to use that much in the future...",* and *"We watch a lot of Ted Talks where I find most boring. We don't watch a lot of things we as students find interesting...",* prevented them from enjoying English class. Additionally, they noted that the teachers made them do unnecessary exercises which were not helping them *"learning English"* or for exams *("Our teacher doesn't teach us much. She comes in and gives us the task which isn't helpful for our paper 1 and 2 in our final exams").*

There are several responses to the questionnaire form school B that are notable. First, the participants reflected that they did not learn about English but only about *"English speaking countries".* It can be understood that in this case, the teacher focused on teaching topics that could interest students in the process of learning English, while the students wanted to learn or improve their English skills. There were also two responses complaining about how teachers' instructions and textbooks prevent them from being *"creative"* or an *"independent thinker".* They described that teachers or books just *"highlight certain aspects of the book and the same general themes tend to be brought up"* and have only *"'right' and a 'wrong' way to understand literature".* From these data, we can conclude that the teacher's instruction in teaching English subject play an important role in creating students' enjoyment.

Finally, the reasons participants did not enjoy the English lessons are similar to the previous school. Mostly, they did not like English subject and felt bored when attending English lessons because of repetitive classroom activities or boring learning topics along with some other phenomena mentioned in previous two paragraphs. They explained further why they did not like English, such as this participant wrote that *"I generally don't find any amusement when working with the English subject. I am more of a technological, financial, and sciences-interested person. Grammar, and writing academic texts aren't very appealing to me."* Some other participants

preferred learning other subjects like math, physics, science, or biology. English subject is not their favourite.

Concerning the recommendations to make the English class more enjoyable, participants provided several suggestions. Surprisingly, although there were many compliments about task variety in English lessons, participants still suggested having more diverse and new class activities, and assignments. Teachers should give their students the freedom to choose what they read and present their knowledge. Group work, oral tasks, games, quizzes, watching movies or documentaries should be increasing and occurring more regularly. Teachers should focus on teaching English skills to students, such as speaking, listening, reading, and writing, in addition to learning about topics in English class to expand vocabulary.

4.4. Summary

In general, the findings from the data collection and analysis procedure indicate that there are some similarities and contrasts in English learning enjoyment between these two schools. Students from school A reported having more fun and engaging classroom activities such as games, quizzes and watching movies or documentaries and they expressed to remain these activities in their lessons. They tend to enjoy fun and socialising classroom environment but still focus on their personal growth. Meanwhile, students from school B focused more on the language aspect. They wanted to develop their English skills and gained knowledge about English language and cultures through topics taught in their English class. While students enjoyed learning writing and reading skills, they also wanted to experience other activities that they did not normally participate in in their English classes, such as games, quizzes and watching movies or documentaries. They found these activities enjoyable during their English lessons.

Despite these differences, students from both schools enjoyed having a large number of interactive activities with their classmates such as group work and oral tasks which not only can help them practice their English, but they can also express their feelings and opinions, exchange them with their classmates and develop their creativity by listening to other people talk about their opinions or views.

The following chapter will discuss further about the results found in the chapter, provide more in-sights in the topic of English learning enjoyment, and from participants' responses, several pedagogical implications will be presented so that teachers can apply them in their own English lessons

5. Discussion

The first purpose of this study was to identify the level of English learning enjoyment among upper secondary students in two schools in Stavanger and examine whether there were any differences in that level between two schools. The study also aimed to discover which factors affect the English learning enjoyment of these students. Furthermore, students' suggestions for improving enjoyment during English lessons were also examined. This chapter is organised around these three issues. Additionally, the limitations of the study are also presented.

5.1. Level of English learning enjoyment among two upper secondary schools in Stavanger

To answer the first research question which was "What is the level of English Learning Enjoyment among a group of upper secondary schools in Stavanger?", a descriptive analysis of quantitative data from a questionnaire was performed. The results show that the participants from these two schools experience enjoyment while learning English in the classroom. More specifically, the level of English learning enjoyment reported at school B was higher than that of school A.

According to Dewaele and MacIntyre (2014), participants from different global regional group have different levels of FLE. Particularly, South American participants have highest level of FLE (M=4 out of 5), followed by North Americans with mean score is 3.9. Participants from Arab and European countries have a similar level of FLE, and their mean scores are around 3.8. The last group are participants from Asia with a mean score of around 3.7. The findings about overall level from this study is not in line with Dewaele and MacIntyre (2014) since the mean score of this particular study is lower than the mean score of participants from Europe region using a similar scale.

Nevertheless, the number of students participating in this study was only 166 people, from two different upper secondary schools, which does not represent upper secondary schools in Stavanger in general. The above results may have been different if more students from different schools in Stavanger had participated in the study. As figure 3 (See Chapter 4) shows, in fact the number of participants choosing negative options was the least compared to neutral and positive

options, and positive options were chosen the most. Hence, the only reason that the mean score could not be higher was too many people chose the neutral option (M = 3). For example, the number of neutral selections was about twice as high as the number of negative selections and nearly equal to the number of positive selections for the statements *"We create a close group in our English class"* and *"We laugh a lot during English lessons."*

5.2. Factors affecting English learning enjoyment

This section discusses several factors which affect English learning enjoyment of participants in this study. The factors include gender, future ideal career, the use of English in their career, teachers, teaching methods, classmates, and learner's attitude towards English lessons.

5.2.1. Gender

The first factor that was analysed is gender. According to the results, gender does not affect the English learning enjoyment of these two schools' students. It means that both male and female learners have the same level of English learning enjoyment at schools. This finding is not consistent with the conclusion of Dewaele and MacIntyre (2014), Dewaele et al. (2016), and Dewaele et al. (2018), which suggest that female students are more engaged in the FL lesson than their male counterparts. They also claimed that female learners were proud of their academic accomplishments and gained more knowledge compared to male peers. On the other hand, this study supports the findings of Mierzwa (2018), which found no notable differences between two genders in terms of FLE, which N=103, M=3.58 for female and N=61, M=3.72 for male. Responses with "prefer not to say" (N=2) were discarded.

From the literature above and the results of the analysis, it can be inferred that, in the context studied, both male and female learners have similar English learning enjoyment experiences in the classroom. Moreover, gender did not emerge as an important factor determining students' English learning enjoyment. However, it is important to exercise caution in

interpreting these findings due to two primary factors. Firstly, the sample size is limited in scope (N=166). Secondly, the participants involved in the study are geographically restricted to a singular city in Norway. Consequently, the outcome lacks generalizability. Further investigation is required regarding the correlation between gender and English learning enjoyment in Norwegian education settings.

5.2.2. Future ideal career and the use of English in their career

There was one open-ended question asking the participants about their dream job in the future. The responses were categorised into four types of situations: participants know exactly the job or job title they will work with, participants have more than one job they want to do, participants have a vague concept of their future work (like industry or work environment), and participants do not know what they will work with in the future. In addition to this question, one more multiple-choice question regarding the use of English in their future career was added. These two questions aimed to determine if these factors affect English learning enjoyment. The results show that English enjoyment is not affected by whether students have a clear vision of their future job and the usefulness of English knowledge in their working place.

This finding can be explained by the Control-value theory, developed by Pekrun (2006). Students are aware that good knowledge of English can provide them with opportunities and support them in their future careers. This is the outcome that participants perceive from having proficiency in English (value appraisals). Despite this, the control appraisals are unknown for the students since achieving one career depends not only on their English skills but also on their professional knowledge of each profession. According to the Control-value theory (Pekrun, 2006), individuals with high value but low control appraisals may experience emotions such as anxiety or helplessness. In other words, students perceive that learning English is important and valuable but have little control over the outcome (achieving their ideal job). These emotions are negative emotions which are not examined in this study.

In a nutshell, from the responses analysed in this study also suggested that students' views of their future ideal career and of the future use of English in their workplaces did not affect the level of English learning enjoyment that they reported.

5.2.3. Teachers

The teacher factor was mentioned several times among the participants' responses, both positively and negatively

On a positive note, participants highlighted support, encouragement, and constructive feedback from their teachers. These actions from the teachers help their students to overcome challenging assignments, improve their skills in English and build confidence. This leads them to experience enjoyment emotions, which reflects the description of enjoyment from Seligman and Csikszentmihalyi (2000) and Csikszentmihalyi (2008, 2014) – i.e that enjoyment occurs when a person overcomes a challenge with their own abilities or skills, for example through study or assistance from others.

On the negative side, students wrote that extended presentation from teachers made the English lessons become boring and their random picking students to answer questions caused anxiety among students who got chosen. Boredom and anxiety are two negative emotions which have been widely studied. The former, in particular, has become the focus of emotions research in educational settings recently (Dewaele, Albakistani, et al., 2022; Dewaele, Botes, et al., 2022; Kruk et al., 2022; Zhao & Yang, 2022).

According to Li (2022), it is worth noting that boredom and anxiety are considered as negative emotions; however, the correlation between boredom and FLE and relationship between classroom anxiety and FLE are different. Foreign language boredom and foreign language enjoyment have a strong negative link, which means these two emotions do not emerge simultaneously. Anxiety, however, was shown to not have a negative connection with enjoyment. Instead, these two emotions can emerge and coexist, like two faces of a coin (Dewaele & MacIntyre, 2014). It can be explained in this situation that the students get chosen randomly by their teachers while they are in a positive classroom atmosphere which promotes enjoyment feeling. As a result, they only go through the anxiety feelings for the period when the students answer the questions. In this case, the students have experienced both anxiety and enjoyment emotions at the same time, but it does not mean that the students benefit from these emotions because the Affective Filter Hypothesis of Krashen (1982) states that feelings of anxiety and

unwillingness will increase the affective filters which prevent learners from acquiring input (the English knowledge). Consequently, no matter how enjoyable the class that day is, the student who is called up to answer unexpectedly would not be able to absorb much knowledge compared to other fellow peers.

From the aforementioned explanation, it is clear that the emergence of both positive and negative emotions, such as enjoyment and anxiety or boredom, are dynamic and can occur at any point during each lesson, changing periodically in the classroom. For instance, during the same class, students could occasionally become bored and other times find their class enjoyable.

In brief, both positive and negative feedback of participants show that the teacher factor has a great impact on English learning enjoyment. The teachers are responsible for creating positive learning environment, as a result, this can facilitate the students' English learning enjoyment (Mierzwa, 2019). Teacher behaviors, such as lengthy presentations, can, conversely, lower student enjoyment.

5.2.4. Classmates

Classmates did not emerge here as a strong influence on the levels of enjoyment students had during English lessons. Participants commented directly about their classmates but generally without mentioning any activities they joined together. Comments about classmates were not diverse and mostly followed the lines of: *"my classmates are nice"*.

"Nice", in this circumstance, can be interpreted as support and encouragement from fellow peers, or perhaps it means that their classmates are friendly, open to communication, and easy to make friends with. Indeed, Arnold (2011) emphasised the importance of interaction in a FL classroom. By engaging with their fellow peers, the formation of study groups becomes easier, and "in a 'good' group the L2 classroom can turn out to be such a pleasant and inspiring environment for both learners and teachers. Furthermore, if one learner's commitment should flag, their peers are likely to "pull the person along" by providing the necessary motivation to persist" (Dörnyei and Murphey, 2004, p.3-4). Such a positive classroom environment and atmosphere have a positive impact on English learning enjoyment. With that in mind, the

classmate factor becomes an indispensable element for interactive classroom activities, which will be discussed in the next section.

Despite this, since the classmate factor was not mentioned frequently, which led to insufficient evidence, conclusions cannot be drawn as to how much classmates affect English learning enjoyment for this study. Therefore, further studies on the influence of classmates on English learning enjoyment are necessary.

5.2.5. Enjoyable classroom activities

Eleven classroom activities were mentioned by participants and categorised into four themes: interactive activities, challenging activities, watching movies or documentaries, and other activities. The responses show that interactive activities like oral tasks and group work make English lessons more enjoyable, especially when students can talk or discuss subjects which are useful for their wider life. Furthermore, participants wrote that these activities not only improve their English skills, but also expand their knowledge through listening and exchanging opinions with teammates. Indeed, according to the students in this study, these activities have a great impact on their English learning enjoyment, which is similar to the findings of Zheng and Zhou (2022). Indeed, these interactive activities are part of a cooperative learning strategy where students are put in small groups and work together. By doing this, group members' potential for learning can be optimised (Johnson & Johnson, 2003). Furthermore, when these activities are well-planned, they lead to enhanced learning and language proficiency (Namaziandost et al., 2020), and these outcomes all inspire positive feelings during the study of a FL. According to the Broaden-and-build theory (Fredrickson, 2004), positive emotions broaden learners' thinking and behaviours, which encourages them to discover new ideas or experience new activities and open up new possibilities for learning and growth. As a result, these new thoughts and behaviours lead to the building of their personal resources (social support, resilience, skills, and knowledge), which can benefit their study and future career.

When mentioning group work and oral tasks, a few participants also added that they like the *"vocal"* of the class when they joined these activities. This term was written in the responses of participants. *"Vocal"* here can be interpreted as the voice or the sound of their classmates

while they were talking or discussing. They did not like it when the classroom was silent. This is similar to the findings of Wenham (2019), which stated that silent classroom environment might lead to negative effects of learning process, evoked anxiety emotions among students.

In addition, challenging activities such as games and quizzes were reported to make the classroom activities more diverse and not boring. As a result, students have an extremely positive attitude toward these activities and wish to have more of these activities during their lessons. Playing games, as Klimova (2015) defined, "is perceived as meaningful fun activity governed by rules" (p.1158), divided into two categories: competitive and cooperative. In a competitive game, participants only succeed if they accomplish the desired outcome best or first (such as getting a certain number of points first). With that in mind, quizzes are considered competitive games. Besides, a cooperative game is a class activity in which numerous students form groups and collaborate to complete tasks**.** It is undeniable that certain games possess a cooperative element while also including a competitive aspect. For example, instead of playing games individually, teacher may organize students into groups, allowing them to collaborate in overcoming game tasks and achieving success as a team. With such a combination, students not only gain knowledge and enjoy their English, but also build social bonds with their classmates.

Additionally, these two game types can be combined, allowing many players to work together and reduce competition. According to Simpson (2011), games were found to benefit language learners in four different ways. Table 7 provides a description of each benefit of games in the FL classroom.

Affective	Cognitive	Class dynamics	Adaptability
- Games lower the affective filter. - They encourage creative and spontaneous use of language. - They also	- Games reinforce learning. - They both review and extend learning. - Games focus on grammar in a	- Games are extremely student centered - The teacher acts only as facilitator - Games build class cohesion	- Games can be easily adjusted for age, level, and interests - They utilize all four skills - Games require

promote communicative competence. - Games are both motivating and fun.	communicative manner.	- They can foster whole class participation - Games promote healthy competition	minimum preparation after the initial development stage

Table 7. Four benefits of games in language classroom. Adapted from Simpson (2011)

The aforementioned arguments suggest that the incorporation of games in foreign language instruction not only facilitates the acquisition of foreign language skills and their corresponding competencies, but also enhances students' positive affective states during game-based language lessons. This is consistent with the definition of enjoyment - "Enjoyment is a positive affective state that combines challenge, happiness, interest, fun, sense of pride, and sense of meaning. It occurs especially in activities where learners have a degree of autonomy and when something novel is encountered or something challenging is achieved." (Dewaele & Li, 2021, p.926)

Games and quizzes are win-lose activities and require players to overcome challenges such as solving problems by answering questions related to English. Busse (2014) emphasised the importance of challenge in learning. She explained that overcoming challenges and achieving goals in learning leads to an internal drive for motivation, commonly known as intrinsic motivation. This type of motivation is derived from the personal inner satisfaction that an activity inherently provides. The author argues that in order to maintain intrinsic motivation within the learning environment, educators must ensure that the challenges presented to students do not exceed their current skill and knowledge levels. This is because surpassing these levels often results in students feeling inadequate and lacking in self-confidence, which can impede their ability to successfully complete tasks. Conversely, in the event that the task presented to students is excessively simplistic, it may result in a lack of engagement due to its unstimulating nature.

Additionally, watching movies or documentaries is among one of the most favourite activities of participants. According to Kusumaningrum (2015), using an attractive and fun teaching strategy can beat the boredom atmosphere among repetitive tasks in the English lessons.

In addition, the author claimed that watching movies is also a way to help students improve all four English skills, depending on the teacher's lesson plan or the English skill they want to focus on improving for their students.

The final category is other activities which include reading, writing, and student presentations. These activities got both likes and dislikes from participants, so that they were put in the same category. However, it is noted that students who enjoy these activities expect their teachers to give them the freedom to choose the topics or themes that they are interested in. Students tend to be more active in learning when they are free to choose, for example, books or novels they want to read and then present them to their peers. It makes them more interested in their learning process compared to only reading, writing, and doing tasks from textbooks which they perceived as boring and repetitive tasks. The analysis of students' responses aligns with the findings from Arnold (2011). He claimed that choice is another source of intrinsic motivation. In a language learning context, when teachers give students some element of choice in their classroom, students get motivated. Collaborative assignments and diverse homework assignments have the potential to promote autonomy among students. Engaging in these activities not only facilitates knowledge acquisition but also enhances their social and linguistic competencies.

Similarly, Ushioda (2014) uses the term "language learner autonomy" to describe a particular form of autonomy. It pertains to a learner's inclination to assume accountability for language acquisition and the actions taken to facilitate it. Notwithstanding, the author advises that while teachers grant students the autonomy to choose what they want, they must also establish boundaries on the scope of choice in language acquisition. Furthermore, the author asserts that the assignments should be demanding to prevent students from perceiving them as relaxing activities that can be undertaken beyond their formal education.

5.2.6. Learner's attitude toward English lessons

Smith (1971) defined "an attitude as a relatively enduring organization of beliefs around an object or a situation, predisposing one to respond in some preferential manner" (p.82). Thus, the reasons why they enjoy their English lessons collected from the open-ended questions (See Table 6 in Chapter 4) provided deeper understanding about the sources of their classroom

enjoyment. Therefore, it can be inferred that a positive attitude towards English lessons promotes enjoyment of English learning, which supports the findings of Dewaele, Saito, et al. (2022a). They stated that positive attitudes have strong positive correlations with positive emotions and effectiveness in FL learning. In other words, if students have a positive attitude towards their English lessons, they tend to enjoy the lessons and have better FL performance compared to those who do not. Simultaneously, enjoyment strengthens the students' positive attitude towards FL learning.

5.2.7. Summary

This study has found support for three out of the six factors considered in the literature to influence English learning enjoyment, namely the teacher, classroom activities, and learners' attitude towards English lessons. These three factors were found to have positive impact on English learning enjoyment. With regards to the impact of various factors on English learning enjoyment, it has been found that while the influence of classmates remains inconclusive, factors such as gender, a clear vision of an ideal job, and proficiency in English for that job did not significantly affect the enjoyment of English learning reported by the students in this study.

5.3. How to increase English learning enjoyment

From the discussion in the previous section, the teacher, the activities in the classroom, and the students' attitudes about English classes are variables that can be altered to make the class more enjoyable. Of special note that attitudes can be changed but it takes time and will probably be the result of other changes, such as in classroom activities or teacher behaviour. Based on what students indicated, the following suggestion on how to make studying English more enjoyable are provided.

5.3.1. Change of teacher behavior

According to Dewaele and Li (2021), teacher-related variables, which include attitudes toward the teacher, their humour and friendliness, were found to be strong predictors of English learning enjoyment. Therefore, positive changes from teachers can lead to an increase in English learning enjoyment. In particular, teachers should be friendlier and more supportive of their students. At the same time, the feedback given to students should be practical so that students can immediately apply their lessons, instead of just saying that they did or did not do well in a particular assignment.

Humour plays a crucial role in the teacher factor to help create a positive classroom environment. As stated by Dewaele, Saito, et al. (2022), the level of enjoyment of learning English decreased noticeably in classrooms where teachers do not make jokes or do so less frequently. The authors stated that "the lack of joking may have had little effect on students' FLE at the start of a course but may have had a delayed cumulative effect, just like the absence of yeast in the preparation of bread means the dough will not rise, which will affect the shape and the texture of the final bread" (p.19). It is suggested that educators incorporate humour into their English language instruction to elicit laughter from students. The presence of laughter contributes to a more relaxed and comfortable learning environment. However, teachers must exercise caution when utilising humour in their pedagogical approach, as the interpretation and appreciation of humorous components vary significantly across diverse cultural contexts.

Additionally, teachers should limit their presentation time to prevent talking too much or too long during the class, as it will cause boredom for students, especially when the topic presented by the teachers is not attractive and interesting to them. It is helpful to mix a variety of activities that help students explore topics in their own way. By doing that, the English lessons become more diverse and interesting. Students also absorb the knowledge better instead of just sitting around listening to the teacher for a class session.

Responses from participants also suggest that teachers only choose students to respond to questions when they raise their hands. When contacted unexpectedly, students experience anxiety and negativity, which negatively impacts their performance later. However, I argue that teachers should not follow this suggestion because students who do not engage in the lessons will be left

out. Instead, teachers may inform their approach to their students and explain why this is important in terms of SLA.

In short, teachers have a significant role in the enjoyment of learning English by fostering a joyful and encouraging learning environment for their students. Thus, a modification in the behaviour of the teacher is likely to have a beneficial impact on the overall satisfaction of the entire class and each individual student.

5.3.2. Diversify classroom activities

It can be said that this is an important factor but one that is relatively easy to change in the classroom to increase English learning enjoyment. First, increase the frequency of students' favourite activities, such as oral tasks, group works, games, quizzes, watching movies or documentaries, and specially, beside doing tasks from textbooks, it is recommended to have extra writing, reading tasks, and student presentations with a certain degree of freedom to choose topics or books that students are interested in. Giving students certain freedom of choosing what to read and write can boost student autonomy in learning the English language, improve English skills and increase their knowledge. It makes the lessons more diverse and unpredictable, which can increase enjoyment (Dewaele, Saito, et al., 2022). However, teachers should balance students' homework, particularly their written assignments. They should refrain from assigning too many writing tasks and requiring students to compose any writings that are excessively long. For students, this is a sure-fire recipe for boredom.

On the other hand, the students' needs should also be taken into consideration. For example, some students like to improve their English skills (listening, speaking, reading, writing and vocabulary) while other students want to increase their useful knowledge of life, through English lessons. Teachers should learn more about what their students are interested in and, within the confines of the curriculum, look for ways of addressing these interests and not just focus on only expanding knowledge beyond English skills, like history or culture of English-speaking countries and ignore the development of English skills.

Finally, it is advised to increase the amount of watching movies or documentaries. However, teachers should be careful not to overuse this activity because, as mentioned earlier, too much repetition will make students bored. Kusumaningrum (2015) has a detailed guide on how to use movies as a teaching strategy to teach upper secondary school students. She recommends that first, teachers should consider the content and level of English spoken in the movies or documentaries must match the students' level of English. If the content of the film is not interesting, and the level of English spoken in the film is too high for the students' level, it is easy for students to skip watching the movie, which is not beneficial. Secondly, teachers need to balance the length of the movie and the length of one class session. If the movie is too long, there will be no time to discuss the film afterwards. Thus, teachers should select the correct length of the movie, not too long (longer than 45 minutes); instead, showing several scenes from one long movie, which have topics in line with the school curriculum. By doing this, students can watch their favourite while still maintaining a reasonable amount of time to discuss and share their ideas about the movie they just watched. As a result, in that single lesson, there are three activities: watching movies in their lesson, group discussion, and oral/writing tasks, and perhaps, if the watched scenes are interested enough, it may lead to extra movies watching outside of classroom.

5.3.3. Develop and strengthen learner's positive attitude towards English lessons

Smith (1971) had an interesting explanation of how attitudes are formed: "An attitude is relatively enduring. Because it is learned, it can be unlearned. Because it is learned, it can be taught" (p.82). He pointed out that students' attitudes about FL can be formed even before they start learning that language, by a confluence of factors, including personal experiences, familial influence (via parents), institutional guidance (via teachers and counsellors), and the broader community to which they belong (i.e., neighbours). The students have learned from these experiences and developed a certain attitude (positive or negative) towards foreign languages (English, in this case).

Hence, to develop and strengthen a positive attitude towards English, negative experiences from these factors need to be "unlearned," and positive experiences need to be "taught" by family, teachers, and peers. Family members and teachers can learn why their

students appreciate English classes and provide them with support based on those reasons. Examples include praise from parents or teachers regarding the students' improvement in their English abilities, which enhances their sense of accomplishment, or the teachers' efforts to create a fun and engaging English class so that they can have fun and socialise, or real-life experience through practical extracurricular activities where students can practice their English. Through these activities, students not only increase their knowledge but also become aware of the value of English in their future, such as their employment or international travel. In addition, the emergence of novel and positive experiences leads to positive attitudes among students toward the English language and its acquisition, thereby amplifying their enjoyment of learning English and ultimately enhancing language performance in their studies.

5.4. Limitations

The current study is not without limitations. First, during the group activities, students varied in how detailed their answers were: many followed the instruction to explain their views in full paragraphs, but some provided brief answers which led to difficulties in interpreting the data and potential misunderstandings. Additionally, the group activity data was collected from only one of the two schools. Second, even though the FLE scale from this study was validated, the version used here was not identical to that used in Dewaele and MacIntyre (2014), which is the popular scale used in most of the studies relating to FLE. To match the participants' English proficiency and ensure that they can comprehend the meaning of each item and provide accurate answers, the FLE scale from this particular study has been modified in terms of phrasing and reduced to just 19 items. Therefore, despite great efforts, it is inevitable that there is a slight difference between these two scales in terms of the content of each item. Third, the generalisability of the findings is limited due to the small sample size (N=166) and the fact that the participants were exclusively recruited from two out of 13 upper secondary schools located in Stavanger City. Fourth, the design of the online questionnaire was not optimised, resulting in a small number of participants failing to answer some questions and exiting before they reached the final page. As a result, partially completed responses were submitted which led to a lack of data to analyse from the last part of the questionnaire. Finally, the research primarily utilises data

obtained from questionnaires, which offers extensive coverage but lacks in-depth analysis. A more comprehensive understanding could be achieved by using other qualitative methods, such as conducting interviews with students.

6. Conclusion

6.1. Summary of the main findings

The present study set out to investigate the level of English learning enjoyment of students from upper secondary schools in Stavanger city. It also aimed to find out which factors affect the level of English learning enjoyment and what can be changed to increase the level of English learning enjoyment. The results from descriptive analysis show that Norwegian students in two upper secondary schools in Stavanger reported good levels of enjoyment in English classroom, although students from one school were noticeably more positive than the other.

According to students' responses here, three factors affect their level of English learning enjoyment, namely teacher, classroom activities, and learner's attitude towards English lessons. Among these factors, the teacher was mentioned most often by students as a key factor because teachers can foster positive learning environment which facilitates English learning enjoyment. The teacher's support, encouragement, sense of humour are strong predictors of English learning enjoyment in classroom.

Besides, certain classroom activities may increase or decrease the level of enjoyment. Students indicated that both challenge and interactive activities make their English classes more enjoyable and interesting. These activities include oral tasks, group work as interactive activities and games, quizzes as challenge activities. Although it should not be overused, teachers should incorporate watching movies or documentaries into their lessons frequently because it not only makes them more enjoyable but also helps students to simultaneously improve all their English skills.

In addition to the external factors, the internal factors of the students also contribute to the enjoyment of the students themselves, such as the attitude towards English lessons. The more positive a student's attitude towards an English subject or English class is, the greater the enjoyment of that subject. Besides, gender has no impact on English learning enjoyment.

For educators, only three of the five factors above can be changed to increase the level of English learning enjoyment. First, it is a change from the teachers themselves, becoming more

friendly, making more jokes, and always enthusiastically supporting students. At the same time, teachers can also apply teaching methods through fun, new classroom activities to make the classroom more diverse, more exciting, and more unpredictable. Changes in these two factors can contributed to further changes in students' attitudes to English lessons.

6.2. Contributions to the field of language education

Research on positive emotions in SLA has exploded since 2016 (Dewaele et al., 2019). Even though there have been numerous studies on this subject conducted around the globe, no research on English learning enjoyment has been conducted in Norway or any Nordic countries in general. Thus, this thesis actively contributes to the field of second language acquisition, by shedding light on the role of positive emotions in English language learning among upper secondary school students in Stavanger, Norway. It is the first study on positive emotions in second language acquisition, specifically enjoyment in learning English in Norway, with the intention of comprehending the degree of English learning enjoyment and knowing more about the factors influencing it. Despite its limited sample size, this research provides valuable insights into the positive emotional experiences of language learners and adds productively to the growing body of literature on the subject. Moreover, the practical recommendations outlined in this thesis can be of significant benefit to language teachers, who can use them to enhance the learning experience of their students and promote positive emotions in the classroom. By highlighting the importance of positive emotions in SLA and offering practical guidance for educators, this thesis makes a valuable contribution to the field of language education.

6.3. Recommendations for future research

Several suggestions for future research can be made considering the findings of the current study. Given that this research topic is new in Norway, there is still much to be explored in the field of English learning enjoyment. To begin with, if future studies focus on English learning enjoyment in upper secondary schools, it is recommended to use a larger sample size or

even nationwide data to obtain a more comprehensive understanding of the level of English learning enjoyment in upper secondary schools across Norway. Although primary and secondary school students are also eligible to participate, it is crucial to consider their level of English proficiency to prevent questionnaire misinterpretations. Furthermore, it is advised to use a questionnaire and an English learning enjoyment scale that has been translated into Norwegian to collect data if future studies are intended to measure English learning enjoyment among only primary or secondary school students. This way, the researchers will not be hindered from conducting their research by the English language barriers. Since there is still ample room for exploration in this field of research in Norway, it is not possible to mention all the recommendations in this particular thesis. Therefore, it would be beneficial for future researchers to explore this area of research based on their areas of interest and expertise.

6.4. Self-reflection after conducting this research

Throughout the course of my research, I acquired an extensive amount of knowledge related to various aspects of academic research. One of the skills is the capacity to construct a questionnaire. Despite the utilisation of a questionnaire derived from a pre-existing FLE in this study, it was necessary to make certain modifications to ensure that it was appropriately aligned with the English proficiency levels of the participants. After receiving guidance and conducting research on the creation of effective questionnaires, I successfully refined my approach and developed a questionnaire that aligned better with the requirements of my study. An additional insight was gained regarding the development of online questionnaires, emphasising the need to maintain a balance between the overall length of the questionnaire and the length of each individual page. This is crucial to prevent participant disengagement. It is also essential to inform participants of the total number of pages included in the questionnaire, even when administered online. This can be achieved by adjusting the settings to ensure that participants are aware of the questionnaire's length, thereby reducing the likelihood of dropping out due to uncertainty regarding the questionnaire's completion.

Besides, during the process of writing this thesis, I realized that my academic writing skills have improved dramatically. This development is contributed to the constructive feedback

provided by my supervisor regarding my writing style, as well as my own efforts to acquire and refine my skills in academic writing. Furthermore, conducting academic research involves the need to read and comprehend a number of diverse articles to attain a deeper understanding of the research subject. As a result of my extensive exposure to various articles and acquired knowledge, my ability in comprehending, summarising, and identifying key concepts in academic literature has notably improved, leading to greater efficiency in my work.

Another area of growth for me are the experiences I learned from doing research in school settings. In order to conduct research at the school, I must report to the NSD (See section 3.5) and obtain their consent regarding the protection of the participant's identity. Through this, I learned how important it is to protect participants' personal information even though the information I collect is anonymous. In addition, being able to take part in group discussions in English class contributes to the growth of my understanding of how to plan a group activity that I may utilise in the future.

Subsequently, I acquired proficiency in looking up relevant articles or research papers that might support my argument. My ability to utilise search engines offered by my academic institution's library and online databases such as Google Scholar has improved. This has enabled me to discover articles that align with my research requirements and evaluate the reliability of their sources.

Furthermore, it is noteworthy that my communication skills have improved significantly throughout this research process. Particularly in explaining and presenting ideas and topics which related to my research to students, teachers, and my supervisor. With that in mind, I can present my work more confidently to others.

Last but most importantly, doing MA-level research is also a process of developing a strong sense of self-confidence in research abilities. Throughout this study, I encountered several challenges such as participant recruitment, development and design of appropriate questionnaires, data collection, data analysis, utilisation of novel software for data analysis, and identification of relevant literature pertaining to the research topic. Through solving each of the above challenges, I was able to enhance my academic research competence and ultimately achieve the outcomes necessary to address my research questions. I believe that this newly found confidence will have a positive impact on my future academically and otherwise.

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Appendices

Appendix A: Online questionnaire

English Learning Enjoyment

This questionnaire asks about how you feel about learning English. You do not have to write your name and the results will only be used for my MA project. Thank you.

Please note that you will have to answer all of the questions before you click "Next"

Section 1: Please answer these questions below

1. What is your gender?

☐ Male

☐ Female

☐ Prefer not to say

2. What kind of job would you like to have when you finish your education?

3. Will a good knowledge of English help you in the job you would like to do when you finish your education?

☐ Yes

☐ No

☐ I'm not sure

Section 2: Choose ONE answer to give your opinion about each statement below

I can be creative while learning English

Strongly disagree Disagree Neither agree or disagree Agree Strongly agree

☐   ☐   ☐   ☐   ☐

I don't feel bad if I make mistakes when I speak English

Strongly disagree Disagree Neither agree or disagree Agree Strongly agree

☐   ☐   ☐   ☐   ☐

I don't get bored during English lessons

Strongly disagree Disagree Neither agree or disagree Agree Strongly agree

❏   ❏   ❏   ❏   ❏

I feel as though I'm a different person during the English class
Strongly disagree Disagree Neither agree or disagree Agree Strongly agree

❏   ❏   ❏   ❏   ❏

My English has improved because of my English lessons this year
Strongly disagree Disagree Neither agree or disagree Agree Strongly agree

❏   ❏   ❏   ❏   ❏

Academicially, I feel that I belong in the English class
Strongly disagree Disagree Neither agree or disagree Agree Strongly agree

❏   ❏   ❏   ❏   ❏

I've learnt interesting things during English lessons
Strongly disagree Disagree Neither agree or disagree Agree Strongly agree

❏   ❏   ❏   ❏   ❏

During English lessons, I feel proud of my work
Strongly disagree Disagree Neither agree or disagree Agree Strongly agree

❏   ❏   ❏   ❏   ❏

The English teacher is friendly
Strongly disagree Disagree Neither agree or disagree Agree Strongly agree

❏   ❏   ❏   ❏   ❏

There's a positive environment during English lessons
Strongly disagree Disagree Neither agree or disagree Agree Strongly agree

❏   ❏   ❏   ❏   ❏

It's cool to know English
Strongly disagree Disagree Neither agree or disagree Agree Strongly agree

❏   ❏   ❏   ❏   ❏

Learning English is fun
Strongly disagree Disagree Neither agree or disagree Agree Strongly agree

❏   ❏   ❏   ❏   ❏

When learning a language, making errors is part of the learning process
Strongly disagree Disagree Neither agree or disagree Agree Strongly agree

❏   ❏   ❏   ❏   ❏

In English class, my classmates are nice
Strongly disagree Disagree Neither agree or disagree Agree Strongly agree

❏   ❏   ❏   ❏   ❏

The English teacher is encouraging

Strongly disagree Disagree Neither agree or disagree Agree Strongly agree

❏   ❏   ❏   ❏   ❏

There is a good atmosphere during English lessons

Strongly disagree Disagree Neither agree or disagree Agree Strongly agree

❏   ❏   ❏   ❏   ❏

We form a close group in our English class

Strongly disagree Disagree Neither agree or disagree Agree Strongly agree

❏   ❏   ❏   ❏   ❏

We laugh a lot during English lessons

Strongly disagree Disagree Neither agree or disagree Agree Strongly agree

❏   ❏   ❏   ❏   ❏

The English teacher is supportive

Strongly disagree Disagree Neither agree or disagree Agree Strongly agree

❏   ❏   ❏   ❏   ❏

Section 3: Enjoyment of English

1. Overall, how do you feel about your English lessons? Choose ONE:

❏ I enjoy them very much

❏ I enjoy them

❏ I don't enjoy them

❏ I don't enjoy them at all

2. You said you enjoy English lessons or enjoy them very much. Please give an example of something you enjoy doing during English lessons and explain why you enjoy it.

3. What changes to English lessons would make them even more enjoyable for you? Please give one or two examples of changes you would enjoy.

4. You said you don't enjoy lessons or don't enjoy them at all. Please give an example of something you don't enjoy doing during English lessons and explain why you don't enjoy it.

5. What changes to English lessons would make them more enjoyable for you? Please give one or two examples of changes you would enjoy.

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Appendix B: Group activities guide

Enjoying English

Thank you for helping me with my project. My name is Thuc Nghi Lam. I am from Vietnam and I am studying for my Master's degree at the University of Stavanger. My project is about what students enjoy and don't enjoy about learning English.

I will ask you to do two activities. The first one is a discussion and the second is a questionnaire.

Instructions for the Discussion Activity

- Make small groups of 3-4
- Read the first question and make some <u>individual</u> notes about your answers
- Discuss your answers with your group
- <u>As a group</u>, write <u>a short paragraph</u> to summarize your answers.
- Repeat the process with questions 2 and 3.

Here are the questions:

1. What kinds of activities do you enjoy doing during English lessons?
2. What kinds of activities do you <u>not</u> enjoy doing during English lessons?
3. What can your English teacher do to make your English lessons more enjoyable?

Remember:

- Think about each question alone first and make some notes
- Then discuss together
- And finally write short summary for the group

<u>At the end of the activity I will collect your written summaries.</u>

Instructions for the Questionnaire

You will receive a link to the online questionnaire. Please answer the questions individually on your device.

Thank you again for helping with my project.

Thuc Nghi Lam

Appendix C: Sample of good written response during group activities

Discussion Activity

We enjoy watching documentaries and movies
in the lessons. Sometimes it can also be fun with
group activities, depending on which theme we are learning
about.
Something that is tiering is when the whole lesson
is based on reading in the book and answering questions.
To make the lessons more enjoyable, we would like
to have ~~more~~ different types of tasks. ~~Less~~ We find
it hard to consentrate when the teacher is talking for
a long time. ~~and~~ Also when the whole lesson is reading and
doing tasks.

Appendix D: Sample of poor written during group activities

1) Projects, making posters, watching documentaries is not so tiring, answer quizes, having kahoot, reading fun books, discuss on different type subjects/themes

2) Reading, answer tasks, Having to sit during the whole lesson,

3) Watching more movies/films, be more energetic, physical activities, more kahoot, news quiz every week