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“The subtle art of creating a pleasant classroom atmosphere during ‘in-person’ and emergency remote foreign language lessons: A study on the role of learner emotions in the Austrian upper secondary EFL classroom”

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List of abbreviations

AHS.....	Allgemeinbildende Höhere Schulen
BMHS	Berufsbildende Mittlere und Höhere Schulen
EFL.....	English as a Foreign Language
ERT.....	Emergency Remote Teaching
FLA.....	Foreign Language Anxiety
FLCA.....	Foreign Language Classroom Anxiety
FLE.....	Foreign Language Enjoyment
SLA.....	Second Language Acquisition
WHO.....	World Health Organization
WTC.....	Willingness to Communicate

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1. Introduction

Teachers are like gardeners. The gardener does not make a plant grow. The job of a gardener is to create favourable circumstances which facilitate growth. Likewise, the challenge educators face is not merely knowing their discipline. It also involves knowing the students and what their needs are in order to form an environment that allows them to flourish. Creating a pleasant atmosphere during lessons is certainly a monumental task, considering the unpredictable conditions under which teaching happens. Life at school equals social interaction and all stakeholders influence the experience. Naturally, it is impossible to anticipate every individual's thoughts and actions, not to mention their innermost feelings. Having said that, it is still worthwhile to educate oneself about the role of affective variables within the educational realm in order to aspire to make foreign language learning and teaching a pleasurable experience.

However, describing the atmosphere during a lesson as *pleasant* when referring to foreign language enjoyment (FLE) might actually be deemed inappropriate, taking the distinction that is drawn by Csíkszentmihályi (2008: 46) as well as Dewaele and MacIntyre (2016: 216) into account: While they define the purpose of pleasure as the satisfaction of homeostatic needs, enjoyment is considered more than just that. According to Dewaele and MacIntyre (2016: 216), enjoyment is a much more “complex emotion, capturing interacting dimensions of challenge and perceived ability that reflect the human drive for success in the face of difficult tasks”. Hence, enjoyment goes beyond individuals meeting their needs; it is the emotion that is felt when they outdo themselves and consequently, perhaps unexpectedly, achieve something unprecedented (Dewaele & MacIntyre 2016: 217). More specifically, Dewaele and MacIntyre (2016: 217) agree that enjoyment involves a person's individual commitment to a task that is important to them; however, conversely, “[b]ecause the stakes can be high, tasks that present an opportunity for enjoyment may also bring risk or anxiety”. Under the assumption that positive emotions towards lessons prove fruitful in broadening students' learning experiences (see, e.g., Fredrickson 2001; MacIntyre & Gregersen 2012), being aware of learners' individual differences might contribute to this ultimate goal of teaching.

Research on foreign language learning shows that emotions, no matter if positive or negative ones, have barely received attention for a long period of time. Dörnyei and Ryan (2015: 9) argue that despite the significant role of emotions in humans' private lives, they seem to have been circumvented by scholars in the fields of applied linguistics and psychology. Prior (2019: 520),

however, stresses that foreign language learners' emotions have been of interest in Second Language Acquisition (SLA) research for years. Still, early research in the field is often criticised for having focused exclusively on "identifying and describing universal patterns and processes of language development, without any place for irregular and unpredictable emotions within such a research agenda" (Dörnyei & Ryan 2015: 9). Despite the initial neglect of learners' emotions, some researchers repeatedly stressed the fundamental role of affective variables in the process of learning a foreign language (see, e.g., Krashen 1984: 30).

In early research in the field, strong emphasis was placed on foreign language anxiety (FLA), i.e. "the feeling of tension and apprehension specifically associated with second language contexts" (MacIntyre & Gardner 1994, 284; see also Gkonou, Daubney & Dewaele, 2017; Horwitz, 1986, 2010; Horwitz, Horwitz & Cope, 1986), with positive emotions playing a rather subordinate role, as Dewaele et al. (2017: 677) recognise. This is an interesting observation, considering that there is a general awareness of foreign language learning being closely tied to positive feelings and, hence, motivational attitudes towards the language itself and the environment in which it is taught (Resnik & Schallmoser 2019: 542).

It was only with the recent rise of Positive Psychology, i.e. "the empirical study of how people thrive and flourish" (MacIntyre & Mercer 2014: 154), that a research gap regarding positive emotions and "their different powers and influences on the language learner" (Resnik & Schallmoser 2019: 542) was identified. Indeed, investigating positive emotions was found to be crucial, as they influence learners in entirely different ways than negative ones. For instance, Krashen (1985: 30) suggests that emotions serve as "affective filters" in the process of learning. Thus, as MacIntyre and Mercer (2014: 159) summarise, negative emotions would be equivalent to a filter that "reduces the amount of comprehensible input reaching the learner" whereas positive emotions would mitigate this filter, thereby allowing the learner to be "open to being exposed to more comprehensible input". In this regard it needs to be noted that FLE, i.e. "the ability to notice things in the environment, enhancing awareness of language input, and dissipating the lingering effects of negative arousal, promoting personal resiliency and hardiness during tough times" (Dewaele et al. 2016: 46) is not merely a "polar opposite" of FLA, as MacIntyre and Gregersen (2012: 193) outline. Accordingly, Dewaele et al. (2017: 694) found that students who enjoy foreign language learning do not necessarily show fewer signs of FLA and, thus, foreign language communication anxiety and FLE "are independent emotion dimensions with a very small amount of overlap".

Alongside the rise of Positive Psychology and the consequent focus on both anxiety-causing and enjoyment-bringing aspects of foreign language classes, students' willingness to communicate (WTC) has also received increasing attention lately. Regarding the latter, Dewaele (2019: 524) states that for a long time it was a deep-seated belief that a particular personality trait would be responsible for people's eagerness to talk when, according to MacIntyre (2007: 564), it is instead a voluntary and situation-dependent process. Defined as "a readiness to enter into discourse at a particular time with a specific person or persons" (MacIntyre et al. 1998: 547), WTC has recently been linked to FLA and FLE in a study conducted by Dewaele (2019: 533). Due to the long neglect of the concept of WTC, there has not been any research on this notion in Austrian contexts thus far. On these grounds, the aim of this master thesis is to research the subtle art of creating a pleasant atmosphere during English as foreign language classes by examining Austrian upper secondary learners' WTC as well as positive and negative feelings they harbour towards the process of acquiring a new language.

In addition to that, recent global developments encouraged the adoption of a comparative approach via a juxtaposition of regular English as a foreign language (EFL) classes with online teaching episodes. Facing unprecedented challenges due to the rapid spread of the corona virus, Austrian schools were closed at short notice in spring 2020. As a result, students and teachers alike had to adapt to the new circumstances within the educational realm. As Gacs, Goertler and Spasova (2020: 381) point out, the pandemic forced teachers to reflect on their expectations of themselves and their pupils. Even though the international crisis has caused acute problems around the world, these researchers argue that in the case of SLA, online education certainly has its advantages. For instance, it potentially paves the way for learners' individualisation by "provid[ing] and facilitat[ing] access to a multilingual community, which offers opportunities for sufficient input, output, and interaction in multiple modalities and settings with feedback from peers, the teacher, and technology" (Gacs, Goertler & Spasova, 2020: 382). What makes emergency remote teaching (ERT) such a unique concept is that the transition from regular to online settings had to happen suddenly (Gacs, Goertler & Spasova, 2020: 382) and, furthermore, it took place during a crisis, which means that all stakeholders were confronted with great uncertainty and an emotional burden that possibly impacted their wellbeing (see, e.g., WHO 2020a).

Therefore, it seems worthwhile to examine if students' attitudes towards EFL classes and their WTC changed due to the reorganisation of lessons, i.e. from 'in-person' classes to emergency remote sessions (Hodges et al. 2020), within a short period of time. While links between FLE,

FLA and WTC have been investigated on an international level (cf. Dewaele 2019), no work to date has dealt with these concepts by means of a comparison between online and face-to-face EFL classes.

Thus, this master thesis is divided into three major parts, the first of which is dedicated to the notion of emergency-remote foreign language teaching and learning following the worldwide spread of COVID-19. The second part deals with the definition of key concepts related to positive psychology and learners' emotions in the field of SLA, i.e. FLA, FLE, and WTC. Both theoretical sections form the framework for the third part of this thesis, which explores these notions in the context of an Austrian upper secondary school that was closed by decree. A survey conducted amongst more than 400 pupils attending the same educational facility aims at shedding light on possible individual differences in students' perceptions of emergency remote EFL classes as compared to regular face-to-face lessons. Once the online questionnaire and the study's participants have been introduced, the results are presented. Based on previously formulated research questions, the findings are then discussed and implications of the sudden alteration of the instructional model are addressed. Eventually, a conclusion is provided, and possible limitations of this master thesis are recognised.

2. Literature review

2.1. Emergency remote learning and teaching

It was on March 11th, 2020 when countless students, teachers and parents held their breath as they learnt about the upcoming closure of educational facilities in Austria following a high number of COVID-19 patients in the country. Only approximately two months earlier, strange cases of what was back then believed to be pneumonia were reported in China, which led the World Health Organization (WHO 2020a) to voice a serious concern about public health on an international level, as Liguori and Winkler (2020: 347) confirm. Shortly afterwards it became clear that society's new normalcy would be shaped by one particular change in behaviour: social distancing, perhaps better known as its notorious Austrian personification, i.e. the imaginary baby elephant that should ensure the required safety distance between individuals. While the restrictions placed by the government undeniably affected all areas of life, "[q]uarantine, self-isolation, lockdown, curfew, and the subsequent closure of the academic universities and institutions have influenced the normal progress of the educational process", too, Mohammed et al. (2020: 2) ascertain.

Drawing on this realisation, Reimers et al. (2020: 2) soon recognised the outbreak of the corona virus as a "quintessential adaptive and transformative challenge". Indeed, due to the unprecedented nature of this pandemic, no universally valid recipe could be provided, and in the educational context, teachers were suddenly expected to fundamentally change their lessons. It is no secret that primary as well as secondary education relies heavily on face-to-face interaction between teachers and their students; consequently, being forced to teach online was certainly a radical change for many.

However, what educators were asked to do in the spring of 2020 was not only to teach online, but essentially much more than that. Undeniably, a great number of terms was defined in order to conceptualise how teachers teach and how learners learn if they do not do so in close physical proximity; in an incomplete list, Hodges et al. (2020) summarise the following: mobile learning, distributed learning, blended learning, distance learning, and online learning. Although it might be tempting to use all of these terms synonymously, it is necessary to recognise a sharp distinction between them (Hodges et al. 2020). Hodges et al. (2020) even argue that a new term, ERT, should be introduced, owing to the consequences of the pandemic that turned the world and everyday school life upside down.

As Hodges et al. (2020) emphasise, there is a crucial difference between online learning and what they entitle as ERT: While the first is usually planned well in advance, the latter immediately responds to a disaster or crisis (Hodges et al. 2020). Regarded separately, instructing students online seems to have its advantages, as, for instance, asynchronous teaching and learning can be fostered. Similarly, Gacs, Goertler and Spasova (2020: 381) mention the flexible nature of online language education, highlighting how it can be easily adapted, cater for the needs of multilinguals, and enhance self-directed, authentic learning. Nevertheless, “the speed with which this move to online instruction is expected to happen” (Hodges et al. 2020) is absolutely decisive when distinguishing ordinary online classroom situations from emergency situations that demand remotely taught classes. Hodges et al. (2020) illustrate the latter as a situation in which teachers might have to take the role of “instructional MacGyvers”, who need to provide quick fixes to problems that arise unexpectedly and under appalling conditions. This view is supported by Gacs, Goertler and Spasova (2020: 383), who admit that the educational system needs to sacrifice its original goals in times of crisis and, instead, focus on altered outcomes that are realistically attainable.

Clearly, schools being closed at short notice equals an emergency for educators. By comparing planned online instruction to emergency remote language education, Gacs, Goertler and Spasova (2020: 383) disclose that “what happens in years of planning in purposeful online education, happens in a matter of days for online triage”. They identify several steps educators usually take before implementing online classes: First, teachers should put themselves in the shoes of their learners in order to do a careful analysis of their needs as a next step. Furthermore, the researchers also fully acknowledge the role of professional development and postgraduate training that helps teachers to design meaningful online courses. Eventually, they emphasise the significance of technological support and concede that neither of these stages can be reached in an emergency, as there is simply a lack of time resources for teachers to educate themselves properly and for technological experts to assist everyone in need (Gacs, Goertler & Spasova 2020: 384).

Hence, there are many challenges teachers face as they teach online, even more so if they are forced to teach remotely due to an emergency. In comparison to face-to-face lessons, it is vital for educators to establish precise communication practices from the start, so that students know how and when to reach them if questions arise (Gacs, Goertler & Spasova 2020: 388). For organisational purposes, Gacs, Goertler and Spasova (2020: 388) recommend to not necessarily use the target language, but the students’ first language in order to ensure that what is being

said is understood by everyone. Moreover, they strongly suggest that teachers shall make an effort to be authentic, present, and visible: “Given that students cannot ask clarification questions as easily and facial expressions and gestures are absent or at times distorted, it is essential in online language teaching to take advantage of online resources [...] to scaffold understanding” (Gacs, Goertler & Spasova 2020: 388).

In many cases, lessons which were originally planned for ‘in-person’ setups cannot be easily transferred to an online space. Drawing on the earlier mentioned distinction between online and emergency-remote teaching and learning (Hodges et al. 2020), Gacs, Goertler and Spasova (2020: 389) agree that while the latter form of instruction contains “elements of what planned online education could be, many offering high-quality remote learning experiences, it also [shows] gaps in design, experience, and equal access that need to be addressed should sudden online instruction become necessary again”. Even though online instruction and ERT have been recognised as two different concepts in the world of academia, the difference of these notions has probably not entered the public discourse yet, as Gacs, Goertler and Spasova (2020: 389) apprehend.

As far as the situation in Austria is concerned, the term that seems to be in general use is neither *online learning* nor *ERT*, but *distance learning*. On its website, the Federal Ministry of Education, Science and Research (Austrian Federal Ministry of Education, Science and Research 2020a) quickly responded to problems teachers had to face following the closure of schools, describing every form of educational instruction that happened during this period of time as *distance learning*. Within two weeks, the ministry offered newly established resources like the *Eduthek* (Austrian Federal Ministry of Education, Science and Research 2020b), an informative video platform for learners, offering videos on a variety of topics, and provided digital versions of popular schoolbooks. Furthermore, they encouraged headmasters and headmistresses to decide on one means of communication that should be used at their school in order to ensure that learners as well as parents would not be overwhelmed by an inconsistent approach.

An analysis of Austrian pupils’ response to the closure of schools in spring 2020 (Schober, Lüftenegger & Spiel 2020a: 1) revealed that the success of distance learning is contingent on an individual learner’s autonomy as well as the provided support by family members. In addition to that, the researchers found that students who were granted access to the required office equipment were the ones who succeeded in adapting to the new circumstances. Although the participants of this study often claimed that a lack of structure caused them to experience

difficulties during the distance learning phase, they also acknowledged that they could observe a considerable increase in self-organisational skills and computer literacy (Schober, Lüftenegger & Spiel 2020a: 2).

However, the pandemic did not only cause the closure of primary and secondary educational facilities. The tertiary sector was equally affected and uncountable classes, no matter if well-attended lectures or mandatory seminars, were no longer offered on site, but only online (Schober, Lüftenegger & Spiel 2020b: 1). A study conducted amongst students at the University of Vienna (Schober, Lüftenegger & Spiel 2020b: 2) showed that participants were able to manage the emergency remote learning successfully if they felt supported by their lecturers. Frequently, this support went hand in hand with personal contact between learners and teachers. Based on their findings, Schober, Lüftenegger and Spiel (2020b: 2) demonstrated that learners' wellbeing is often linked to the emotional attachment to people they care about. According to the researchers, student welfare signified more successful and more motivated mastery of what was expected from university students during the unforeseeable distance learning phase in spring 2020.

Austria was only one of 107 countries that implemented nation-wide closures of educational facilities in March 2020, as Viner et al. (2020: 397) point out. Despite the aim of these measures clearly being the reduction of superspreaders who might contaminate a great number of people, school closures can also affect the pandemic in an undesirable way “through reductions in the health-care workforce available to care for those who are sick” (Viner et al. 2020: 397). Besides, Viner et al. (2020: 401) stress that it is still a matter of debate if closing educational facilities is actually effective, arguing that it is difficult to disentangle this measure from all other actions that were taken on a national and international level. In addition to that, the researchers point out that the decision to close educational facilities is solely based on previous experience with influenza outbreaks, which cannot be equated with COVID-19 (Viner et al. 2020: 397).

For the youngest and therefore perhaps most vulnerable members of society, the corona crisis could unquestionably have an impact on their mental health. There is a possibility that children feel worried, anxious or scared as a result of the pandemic: School closures might lead to a lack of “structure and stimulation that is [usually] provided by that environment, and now they have less opportunity to be with their friends and get that social support for good mental well-being” (WHO 2020a). In order to alleviate feelings of anxiety that are caused by the corona crisis, the WHO (2020b) suggests that carers shall provide children with “love and attention that they need to resolve their fears” and, additionally, they recommend being honest with them instead of

embellishing what happens around the world. By ensuring that they act as role models, caregivers, no matter if parents, educators or others, can contribute to the youngest generation's wellbeing.

Moreover, the WHO (2020b) stresses how significant routines are for young individuals, particularly in times when regular face-to-face education cannot be provided. Hence, teachers were confronted with a demanding task when schools were closed: They did not only have to adapt to new circumstances in the shortest possible time and keep their teaching going, but they also had to be aware of their pupils' emotions and try to raise their spirits while handling an acute crisis. Therefore, the pandemic brought about educational challenges that did not only affect students, but also teachers. For instance, MacIntyre, Gregersen and Mercer (2020: 11) emphasise that the sudden conversion to ERT alongside the mixture of one's private and occupational life, and a considerable concern for health of beloved ones have led many teachers to feel stressed. Yet discomfort was not only caused amongst stakeholders within the secondary sector. As far as the tertiary sector is concerned, it was shown that emergency remote learning contexts have an impact on university students' wellbeing, too (Schober, Lüftenegger & Spiel 2020b: 2). Although technology-enhanced teaching enabled learners to pursue their studies despite the lockdown, Resnik and Dewaele (2020b) note that "the mere projection of two-dimensional thumb-size faces of teachers and peers on screen, combined with the tinny sound of their voices through computer loudspeakers, do not have the same emotional impact as being in their physical presence". In this context, the question arises if this observation also holds true for Austrian upper secondary learners. Thus, it shall be investigated whether their emotions towards foreign language learning also changed as the instructional mode shifted from 'in-person' lessons to emergency remote classes for eleven weeks in spring 2020.

2.2. Learners' emotions in the foreign language classroom

Despite emotions being "the heart of language learning and teaching" (Dewaele et al. 2019: 1), applied linguistics research has neglected this subject matter for a long time. While psychological research devoted meticulous attention to negative feelings and their manifestations in the past, Dewaele and MacIntyre (2014: 241) observe that the focus has recently shifted to more pleasant experiences. Indeed, as Dewaele et al. (2019: 6) highlight, a growing desire to research affective variables involved in the process of learning a foreign language could be observed since 2016. The aim of these early studies was to "lead to improved

educational practices allowing teachers to optimize the emotional climate in their FL classrooms in order to foster linguistic progress and well-being” (Dewaele et al. 2019: 6).

As far as the more general study of positive emotions is concerned, one scholar is often described as a leading figure in this research domain: Barbara Fredrickson (see, e.g., Dewaele & MacIntyre 2014: 241). With her broaden-and-build theory, she insists on a clear-cut distinction between negative and positive emotions, arguing that “in contrast to negative emotions, which carry direct and immediate adaptive benefits in situations that threaten survival, the broadened thought-action repertoires triggered by positive emotions are beneficial in other ways” (Fredrickson 2001: 220).

According to Fredrickson (2001: 220), experiencing positive affect stimulates the storage of personal resources which can be reallocated and mobilised in times of need, whereas negative emotions are significant during the exact moment they occur, allowing people to quickly react to dangerous situations they find themselves in. Fresacher (2014: 345) acknowledges the function of positive emotions during the process of acquiring a new language, since “the language itself opens new worlds and positivity allows [the learners] to focus on this new world more fully” (see also MacIntyre & Gregersen 2012).

Drawing on the assumption that positive emotions substantially and long-lastingly benefit individuals’ lives without necessarily being influenced by negative ones (Fredrickson 2001: 220), MacIntyre and Gregersen (2012: 193) discuss in how far both of these are related with regards to the process of foreign language learning. In line with the differentiation promoted by Fredrickson’s broaden-and-build-theory, they agree that “[p]ositive emotion has a different function from negative emotion; they are not opposite ends of the same spectrum” (MacIntyre & Gregersen 2012: 193). A study conducted by Dewaele and MacIntyre (2014: 265) supports this view: It shows that FLA correlates negatively with FLE and they can therefore not be compared to the two faces of Janus, i.e. the Roman god who represents beginnings and endings, which serve as a metaphor for the continuous spectrum that was not identified in the context of positive and negative emotions.

Similarly, in a following publication, they recognise that these two concepts cannot be compared to a seesaw, “where one goes up and the other goes down, but rather they function somewhat independently” (Dewaele & MacIntyre 2016: 230). Drawing on this visualisation, MacIntyre and Mercer (2014: 163) refer to the concept of positive and negative emotions as a two-dimensional sphere. On the basis of these definitions, it can be implied that FLE and FLA can be experienced simultaneously, independently or not at all, without one being dependent

on the other. Thus, it is far too vague to define positive emotions by means of a lack of negativity, since they actively contribute to a person's physical and psychological well-being, as Fredrickson (2001: 221) states.

Furthermore, according to Fredrickson (2001: 221), positive emotions create remedy for the manifestations of undesirable feelings: "One marker of specific action tendencies associated with negative emotions is increased cardiovascular activity. [...] By accelerating cardiovascular recovery, positive emotions create the bodily context suitable for pursuing the broader array of thoughts and actions called forth." For this reason, instead of solely focusing on anxiety-reducing exercises in order to create a pleasant atmosphere in the foreign language classroom, it might be more advisable to introduce activities that boost learners' enjoyment, too. Nonetheless, it is vital to be aware of students' FLA; for this reason, the next section aims at shedding light on this matter.

2.2.1. Foreign language anxiety

Anxiety comes in all shapes and sizes and can be denoted as a personality trait, an affective variable, or an early form of behaviour, although occasionally it can also simply arise in everyday occurrences (Şimşek & Dörnyei 2017: 51). In line with this definition of anxiety's multi-layered nature, Şimşek and Dörnyei (2017: 51) propose that it may be regarded as a "part of personality", a "primary emotion" and even as a "key motivational component". Considering that language learning is a communicative and social process, FLA can also be described as a form of social angst (MacIntyre 1995: 91). Based on this denotation of anxiety, MacIntyre (1995: 91), a leading figure in the FLA research domain, already explains in one of his early papers that "socially based anxieties have cognitive, affective, and behavioural components". More precisely, he defines FLA as "the worry and negative emotional reaction aroused when learning or using a second language" (MacIntyre 1999: 27).

A meta-study conducted by Şimşek and Dörnyei (2017: 52) reveals that FLA had only received little attention throughout the first decade of this century, despite being of great interest in prior years (see, e.g., Bailey 1983; Horwitz 1986; MacIntyre 1995). It was only recently that applied linguists redeveloped greater awareness of different kinds of anxiety-related models, rather than continually focusing on "practical aspects" of fighting negative emotions, as Şimşek and Dörnyei (2017: 52) declare. Nowadays, however, there is no doubt that anxiety is the affective variable that receives the most attention SLA research (Dewaele 2017: 70).

Even though it is generally acknowledged that negative emotions affect the process of learning and using a new language, there is still no precise definition of the concept of FLA, “making it one of the most elusive concepts among individual difference characteristics”, as Şimşek and Dörnyei (2017: 51) put forward. Nevertheless, scholars in the field of SLA agree that FLA is certainly an “emotional experience” provoked by particular episodes of language learning (Şimşek & Dörnyei 2017: 52). Therefore, it belongs to the category of “situation-specific anxiety” (Dewaele 2017: 70), or, as Horwitz, Horwitz and Cope (1986: 128) declare, “state anxiety”, i.e. a situation-dependent emotional state which is only triggered under certain circumstances.

2.2.1.1. Variables influencing FLA

As mentioned above, FLA is considered an affective variable in SLA, which means that it belongs to a group of “emotions, feelings, beliefs, moods and attitudes which greatly influence our behaviour” (Morgan & Kay 2009: 145). This emphasises the earlier mentioned view of anxiety from a cognitive perspective, which, according to MacIntyre (1995: 92), reflects that “the arousal of anxiety can influence both the quality of performance and the amount of effort invested in it”. The cognitive component of language anxiety is manifested in the apprehension about and negative emotional response to learning and using a foreign language. Without a shadow of doubt, this is particularly pertinent to classroom settings, whose primary goal is to encourage the learners’ self-expression (Daubney, Dewaele & Gkonou 2017: 1).

This was already hypothesised by Horwitz, Horwitz and Cope (1986: 126), who were the first ones to explore FLA and based their research on subjective reports and clinical data. Based on their findings, they argued that the increased focus on spontaneous speaking activities contributed to a rise in the number of anxious foreign language students. As regards the “communicative approach to language teaching”, Hedge (2000: 44) points out that it “is premised on the belief that, if the development of communicative language ability is the goal of classroom learning, then communicative practice must be part of the process”. However, teachers also need to be aware of their anxiety-inducing potential. More recently, Kim (2009: 152) substantiated the claim that communicative activities give rise to anxiety in the foreign language classroom. A comparison between speaking and reading activities shows that the latter do not cause learners to feel as anxious as the former do (Kim 2009: 152).

Gregersen’s and MacIntyre’s views (2014: 8) conflict with this finding, as recent research has proven that listening, reading and writing can also be linked to FLA. Indeed, learners can be

aware of their varying degrees of proficiency across receptive and productive skills. Depending on whether the exact domain in which students lack confidence is deemed essential to them, being conscious of their deficiency might lead to anxious feelings towards this skill, as Gregersen (2006: 7) states.

In this context, Gregersen and MacIntyre (2014: 8) identify listening anxiety as especially challenging. Since listening is directly linked to conversational skills, it can be one potential source of speaking anxiety in the foreign language classroom. What is so problematic about listening, especially, as compared to reading, for example, is that learners usually have fewer chances to understand what has been said. While they can reread unclear passages several times, recordings are usually only played twice, and real time interaction relies on mutual understanding, making it odd to frequently ask for repetition. Correspondingly, Elkhafaifi (2005: 214) reveals that a rise in learners' anxiety levels negatively correlates with a decline in listening comprehension.

However, FLA can also be found within the domain of writing. As far as this source of worry is concerned, it shares numerous characteristics with FLA in general, i.e. "negative affect toward certain aspects of communication, avoidance of certain kinds of social exchanges, and fear of being evaluated" (Cheng et al. 1999: 421). In addition to that, as Cheng (2002: 651) indicates, foreign language writing anxiety is contingent on learners' self-perception of this skill: Learners who are confident about their writing competence tend to experience less anxiety in this area of language learning.

Even though the final skill, i.e. reading, was initially believed to be less responsible for FLA (Kim 2009: 152), Gregersen and MacIntyre (2014: 9) still designate it as a catalyst of negative emotions. Describing reading as a "fundamental life skill and a critical means of foreign language input", they conclude that this skill's complexity should not be underestimated. Certainly, learners need to have gained extensive knowledge of the foreign language's structure and vocabulary before being able to decode written words in an efficient manner (Hedge 2000: 192). Hence, it seems relatable that students who cannot rely on such a state of knowledge confront reading exercises with a show of reluctance.

Reasons why foreign language lessons offer ideal conditions for the arousal of anxiety are manifold and go beyond the sheer disparity between the four skills, i.e. reading, listening, speaking and writing. For instance, Dewaele (2017: 87) reveals that students who are perfectionists tend to be more anxious in the foreign language classroom. Undeniably, educational settings are often the epitome of a testing- and assessment-composed culture that

offers ideal conditions for perfectionists to compare their scores to the ones of their peers. In this regard, Bailey (1983: 67) suggests that competitiveness amongst students is a further source of fear. Moreover, neuroticism is described as a personality trait which is often exhibited by pupils who suffer from FLA and, hence, “learners who are naturally inclined to worry will also worry more about their communication in the FL class” (Dewaele 2013: 68).

Focusing on gender differences, Dewaele et al. (2016: 59) for instance disclose that female participants tend to be more self-conscious than their male counterparts and, in addition to that, they also seem to be more anxious about making mistakes. Although Dewaele et al. (2016: 59) admit that the effects of gender are only subtle, they still contend that no matter if the experienced feelings are positive or negative ones, females’ increased awareness of emotions might broaden their foreign language learning experience.

While learner-internal characteristics play a role in the arousal of FLA, “social dimensions” (MacIntyre 2017: 28) are equally significant, as the students’ perceptions are shaped by the environment in which they learn. Accordingly, research shows that the problem lies not only with the biggest group of stakeholders in educational settings, i.e. the pupils, when it comes to the source of FLA. Indeed, teachers can give rise to learners’ resentments towards the foreign language classroom, although Dewaele et al. (2017: 693) observe that they cannot be made fully responsible for their students’ FLA. Nevertheless, Gregersen and MacIntyre (2014: 5) reveal that in many cases it is the sheer aversion developed between teachers and students that causes the latter to feel anxious (see, e.g., Dewaele & Dewaele 2020).

In addition to that, Dewaele et al. (2018: 693) indicate that the predictability of the teachers’ lessons has an impact on their students’ FLA levels. Hence, it is advisable for teachers to plan their lessons in an unpredictable manner, ensuring that the learners do not foresee how a lesson proceeds and therefore posing a challenge to them (Dewaele et al. 2017: 693). Furthermore, too strict correction of errors and harsh feedback were identified as a root of FLA, which suggests that errors in the target language trigger stronger reactions from anxious learners in comparison to those who are self-confident (Gregersen 2003: 30).

Alarmingly, Ewald (2007: 135) reports that several students seem to accept anxiety as an inevitable and ordinary part of language classes. Thus, Gregersen and MacIntyre (2014: 11) propose that “[t]hrough sensitivity, appropriate positive reinforcement, realistic expectations and promulgating the notion that errors are a natural and necessary part of the language learning process, learners are more likely to feel a greater sense of achievement”. In line with this recommendation, Ewald (2007: 31) emphasises that teachers as well as learners should rather

focus on improvement than on perfection, thereby prioritising the learning process as a whole over the single performance.

As a result of learners' beliefs that their angst-burdened feelings must be visible to others, anxiety seems to beget anxiety (Gregersen, MacIntyre & Olson 2017: 114). Similarly, Dewaele and MacIntyre (2014: 239) describe the arousal of anxiety as a vicious circle, explaining that anxious students already expect such negative emotions to provoke their future learning experience, thereby contributing to the "worry component" of FLA. In this context, Gregersen and MacIntyre (2014: 32) define four different categories of FLA symptoms: the physical realm, the emotional or affective realm, the linguistic or cognitive realm, and the interactional or social realm.

[A]n anxiety-provoking catalyst causes a physiological manifestation with increased heart rate and sweating palms, which in turn creates negative expectations that lead to worry and emotionality. This leads to cognitive interference from self-derogatory cognition, thus eliciting performance deficits.

Similar to the abovementioned idiomatic metaphor of the vicious circle, Gregersen and MacIntyre (2014: 32) illustrate these manifestations as a perpetuum mobile. In a later publication, MacIntyre (2017: 17) identifies three effects of language anxiety: academic, cognitive and social ones. While the first are associated with achievement, the second are related to the students' self-perception and capability to learn, and the last effects refer to their WTC.

2.2.1.2. Implications of FLA

The results of an anxiety-provoking atmosphere in language classrooms are a widespread phenomenon, albeit a mostly unpleasant one, owing to its countless potentially disruptive influences upon the process of language learning (Daubney, Dewaele & Gkonou 2017: 1). As Dörnyei and Ryan (2015: 176) observe, students tend to forget previously learnt information when being confronted with such inconvenient situations, "as the brain allocates finite cognitive resources to coping with the anxiety instead of attending to immediate communicative needs". However, FLA can not only be linked to the actual use of a foreign language, but also to the process of learning it (Dörnyei & Ryan 2015: 32). Horwitz (2000: 256) confirms this statement by highlighting that anxiety's impact on language learning and its actual use is fully acknowledged in the field of educational psychology.

FLA can appear in numerous ways, causing learners deep anguish on both mental and physical levels. Second language learners might suffer considerable distress over oral communication,

misunderstandings and, consequently, being the centre of attention that is left exposed. Subsequently, anxiety can evoke several other tight feelings, such as concern, humiliation, and insecurity (Dörnyei & Ryan 2015: 176). However, FLA also becomes physically apparent by interrupting the brain function and consequently affecting one's recollection and learning capacity (Arnold & Brown, 1999: 2). Gregersen, MacIntyre and Meza (2014: 587) support this finding by indicating a connection between foreign language students' perceived level of anxiety and a simultaneously changing heart rate.

Besides proving that FLA influences the human body, research has also shown that it has an impact on communication in the learnt language (cf. Gregersen & MacIntyre, 2014; Horwitz, 2010). Arnold and Brown (1999: 8) even propose that anxiety might be the affective variable that is most likely to hinder the development of knowledge in the foreign language classroom. This claim is reinforced by Daubney, Dewaele and Gkonou (2017: 1), who summarise potential difficulties resulting from language anxiety as follows:

[Language anxiety] can impede the learning of the target language and hinder academic success; lead learners to abandon their studies; engender negative attitudes towards the target language and its respective culture(s); diminish the WTC; create counterproductive tensions among a class of language learners; sow the seeds of self-doubt in the minds of learners regarding their identity, feelings of competence and degree of self-esteem; and have a corrosive influence on the very lifeblood of [second language] L2 learning itself – the enthusiasm and motivation necessary to engage and embrace another language other than one's own.

This list hints at the far-reaching implications that might arise as a result of students suffering from FLA. Indeed, the consequences of an anxiety-provoking atmosphere in EFL classes exceed the linguistic level, affecting individuals in emotional, social and physiological ways, too (Gregersen & MacIntyre 2014: 13).

Although they do not provide any illustrative examples, Horwitz, Horwitz and Cope (1986: 132) claim that FLA could potentially be tackled if teachers only accepted their students' unease and offered clear advice on how to become more confident about using a foreign language. Likewise, Kim (2009: 152) recommends that in order to create a pleasurable atmosphere during lessons, teachers need to be mindful and pay particular attention to contextual circumstances. Nevertheless, no concrete approach of action is outlined, except that instructors have to “develop techniques to reduce anxiety and enhance utilitarian goals” (Kim 2009: 152).

In comparison to that, Gregersen and MacIntyre (2014: 13), for instance, offer a variety of hands-on activities in order to reduce anxiety levels, although, as Scovel (1978: 137) states, anxiety is “not a simple, unitary construct that can be comfortably quantified into ‘high’ or

‘low’ amounts”. Nonetheless, the aim of these is to contribute to an environment in which not only teachers and students as individuals, but also the whole group can build upon a shared sense of encouragement and, hence, effectively stimulate the language learning process (Gregersen & MacIntyre 2014: 13). For this reason, they claim that all three players, i.e. the teacher, the learners and the social setting as such, can actively engage in the creation of a language learning classroom that is fuelled by positive emotions rather than being disturbed by negative ones.

In order to alleviate anxiety in the classroom and, hence, allow for an effective foreign language learning experience, Gregersen and MacIntyre (2014: 13) suggest reflective practices that shall enhance a group’s sense of community and each individual’s positive feelings towards the acquisition process. While some of the presented activities seem a little intense, e.g. letting learners list 15 episodes they associate with FLA (Gregersen & MacIntyre 2014: 14), others are less time-consuming and can be implemented in classrooms more easily. For instance, one of the suggested exercises is not necessarily concerned with the relief of FLA but may nevertheless help individuals to handle their negative emotions by introducing them to various physical relaxation techniques (Gregersen & MacIntyre 2014: 16). The aim of such autogenic methods and visualisations is to make learners aware of the fact that broadening their behavioural repertoire might prove useful in all kinds of anxiety-provoking situations, including those arising in the foreign language classroom. Consequently, anxious students might benefit on the physiological as well as the cognitive and social level, as their pulse becomes slower and their brain performance improves (Gregersen & MacIntyre 2014: 17).

The abovementioned activities mirror a prevailing trend in the academic discipline of SLA: For a long time, researchers predominantly focused on negative emotions in the foreign language classroom, recommending approaches of action that would allay students’ anxiety. What was conspicuously neglected, however, is that instead of solely paying attention to sources of worry and how to deal with these, studying the role of learners’ positive emotions in their language learning trajectories might also prove fruitful (Resnik & Schallmoser 2019: 541). Alongside the rise of Positive Psychology, i.e. “the empirical study of how people thrive and flourish” (MacIntyre & Mercer 2014: 154), positive feelings were finally attributed a pivotal role within the foreign language learning realm, as Dewaele and MacIntyre (2014: 240) state. Therefore, the following section is going to elaborate on these.

2.2.2. Foreign language enjoyment

2.2.2.1. Variables influencing FLE

As Resnik and Dewaele (2020a: 6) propose, the process of learning a new language might offer optimum conditions for the enhancement of students' enjoyment. In this context, there is a direct link between FLE and positive psychology, as the latter is not only concerned with "positive internal experiences such as emotions [and] positive individual characteristics such as traits associated with living well", but also with "institutions that enable people to flourish" (MacIntyre & Mercer 2014: 154). Certainly, schools can be regarded an example of these kinds of institutions.

However, Dewaele and MacIntyre (2014: 238) point out that the most thoroughly studied emotion in the educational milieu is anxiety, and whenever positive emotions were initially addressed, they were connected to motivation. Still adhering to the assumption that positive and negative emotions would be two extreme ends of the same dimension, early research did not allow for any ambivalent results yet (MacIntyre & Mercer 2014: 163). This is an interesting observation, considering that such findings are nothing unusual in the research domain of SLA, as MacIntyre and Mercer (2014: 163) assure.

One example for results like these is a study undertaken by Dewaele et al. (2016: 59), which sheds light on gender-specific emotions in the foreign language classroom. Girls were found to enjoy their classes more than boys while at the same time reporting higher levels of anxiety (Dewaele et al. 2016: 59). Thus, female participants felt more emotions altogether, which is a major source of linguistic development according to MacIntyre (2007: 573) and supports the aforementioned notion that positive and negative emotions are separate spheres (Fredrickson 2001: 221). Dewaele and MacIntyre (2016: 233) also show that enjoying foreign language classes needs to be distinguished from feeling anxious about them, despite admitting that "a modest negative correlation exists between them". They find that the non-appearance of negative emotions does not necessarily imply that students enjoy their lessons; however, it is still conceivable that FLA accompanies FLE (Dewaele & MacIntyre 2016: 233).

In addition to that, Dewaele and MacIntyre (2016: 233) propose the idea of different "shades of meaning" within the realm of FLE. While they identify one major area as the social dimension, another one is described as being private. This means that sources of enjoyment can be found in both communal settings, such as peers in the classroom, and in students' innermost parts, e.g. when they are satisfied with their achievements throughout the lesson (Dewaele &

MacIntyre 2016: 233). More recently, these dimensions have been revised and shortened, which led to a three-part definition of FLE: Personal enjoyment, social enjoyment and teacher appreciation are now captured in nine items that were designed by means of confirmatory and exploratory factor analysis, as Bots, Dewaele and Greiff (2020, cited in Resnik and Dewaele 2020a: 7) disclose.

As far as achievement is concerned, Resnik and Schallmoser (2019: 541) raise the question if enjoyment can be regarded the secret of success. Their study was conducted amongst university students who participated in an e-tandem project. Results indicate that there seem to be positive connections between students' feelings of enjoyment and the process of learning a foreign language by means of communicating with native speakers online (Resnik & Schallmoser 2019: 541). Based on the aforementioned distinction between personal and social dimensions of FLE (Dewaele & MacIntyre 2016: 233), Resnik and Schallmoser (2019: 541) highlight the latter, arguing that "aspects that contributed most to the enhancement of participants' perceived enjoyment were primarily linked to interpersonal relations". In a similar manner, Li, Jiang and Dewaele (2018: 194) report that "enjoyment is not only influenced by individual subjective experiences, but also by the interpersonal aspects in the given social context of foreign language learning".

Research shows that a third dimension that needs to be taken into consideration too when defining the concept of FLE: In a study conducted amongst Chinese high school students, Li, Jiang and Dewaele (2018: 193) discovered that besides the atmosphere-related and social levels, foreign language learners' enjoyment was also related to their teachers. In fact, this teacher-dimension was the one on which the participants scored highest, which indicates the key role teachers occupy. Nevertheless, these three dimensions are not entirely discrete, as Li, Jiang and Dewaele (2018: 194) stress: "FLE can arise through teachers' direct intervention but also indirectly, by allowing peer interaction and creating a climate where learners can also experience private FLE". Thus, the big picture of interrelated sources of enjoyment in the foreign language classroom needs to be recognised.

The decisive role that educators play is also highlighted by Dewaele and Dewaele (2017: 20), who analysed the relation of FLA and FLE in a secondary school setting. Their results show that students' attitudes towards their teachers are a strong predictor of FLE, whereas they do not affect anxiety as much (Dewaele & Dewaele 2018: 20, see also Dewaele & Dewaele 2020; Dewaele et al. 2019; Dewaele & MacIntyre 2019). These attitudes can be connected to a number of different factors, including pedagogical practices adopted in lessons and the teacher's

recognition of a pupil's efforts, as Dewaele and MacIntyre (2014: 256) put forward. Their international research is broadly comparable with results yielded from a study by Li, Jiang and Dewaele (2018: 193), which was conducted amongst Chinese high school students. They confirm a strong link between these learners' FLE and their teacher and attribute this connection to the country's cultural identity (Li, Jiang & Dewaele 2018: 193). Although Li, Jiang and Dewaele (2018: 193) recognise that a teacher's status in China differs from a teacher's standing in the western hemisphere, they concur that the way in which FLE is influenced by contextual variables is fairly similar in both parts of the world.

Nevertheless, there is a danger of overgeneralising these findings. Even though close resemblance is shown across cultures, it still needs to be addressed that "individual students within a culture have different understandings of what is enjoyable" and "there are subtle differences between cultures", as Li, Jiang and Dewaele (2018: 194) point out. Therefore, they strongly advocate that teachers need to be mindful and pay close attention to their students' preferences in order to enhance the learners' enjoyment of foreign language classes as well as their motivation and performance (Li, Jiang & Dewaele 2018: 194).

However, apart from teacher-related variables, such as the attitude learners take towards their educator and the latter's frequent use of the target language (Dewaele et al. 2017: 694), other factors also need to be considered when discussing the source of FLE. For instance, a questionnaire distributed amongst British high school students shows that FLE can also be linked with students' personal opinion of the learnt language and a great amount of time spent actually speaking it (Dewaele et al. 2017: 694). In addition to that, the pupils' relative standing in the group of learners also influences their experience of enjoyment, and, as Dewaele et al. (2017: 694) reveal, foreign language learners seem to be more likely to enjoy their classes the more advanced they are in the process of acquiring a new language.

Their study also supports the notion of FLA and FLE being more than just two opposite ends of one dimension, since the participants reported significantly lower levels of anxiety in comparison to enjoyment. For this reason, the researchers emphasise that teachers' efforts to counteract their students' negative emotions do not necessarily lead to increased FLE; hence, they arrive at the conclusion that "effective teachers fuel learners' enthusiasm and enjoyment and do not spend too much time worrying about their foreign language classroom anxiety (FLCA)" (Dewaele et al. 2017: 694; see also Dewaele & Alfawzan 2018; Resnik & Schallmoser 2019; Saito et al. 2018).

2.2.2.2. *Implications of FLE*

In this context, Helgesen (2014: 305) raises the question if teachers really need to shoulder one more responsibility, considering that they already need to manage and organise a lot on a daily basis. However, he soon realises that instead of viewing the creation of a pleasant atmosphere during foreign language classes as a burden, it should be regarded an opportunity (Helgesen 2014: 305). What Helgesen (2014: 308) suggests is to introduce activities to the foreign language classroom that “combine language goals with the content of the ideas”. For instance, students’ creativity could be stimulated while at the same time addressing their emotions by letting them write haiku poems about happiness (Helgesen 2014: 307). Similarly, Positive Psychology could be joined with teaching goals via the production of a gratitude list, which combines past and present tense as well as fluency practice according to Helgesen (2014: 308). The researcher recommends many more activities of this type, claiming that addressing happiness and well-being in foreign language activities might enhance the learners’ overall enjoyment and, consequently, even their performance (Helgesen 2014: 306).

Another approach to create better learning environments is mentioned by Murphey (2014: 339), who stresses that foreign language students would learn the most if they were the ones who taught their peers:

[W]e need to spread that teaching time among them, giving them time to teach each other, and then invite them to take it out of the classroom and teach others. It will be successful if the materials meet the basic health, happiness and social needs of the students, and those they teach.

Based on the assumption that a single teacher can never cater for every individual student’s needs, the researcher hypothesises that learners might be capable of adjusting to their classmates when teaching them (Murphey 2014: 339). This peer-teaching activity aims at what Murphey (2014: 339) calls a “teaching/helping rush”, i.e. “when you are successful at teaching and helping someone learn, you lose your self-focus and you have entered the territory of shared task-based joy and wonder”.

Fresacher (2014: 344) subscribes to the implementation of Positive Psychology activities in the foreign language classroom, too. Resembling Helgesen’s viewpoint (2014: 308), Fresacher (2014: 344) recommends the introduction of Positive Psychology exercises as content themes of the foreign language classroom:

Through written and oral work, some of which can be corrected by the teacher for language and content as appropriate, students develop a positive attitude toward their second language, which can make them more willing to communicate and less

anxious and more socially connected to their peers. An additional bonus is that the PP skills they learn in the language class can also be applied in their lives beyond the classroom.

Doing so is beneficial in two ways, she argues, as subject matters are recognised while the learners' anxiety levels can be alleviated at the same time (Fresacher 2014: 344). By outlining a number of concrete ideas, Fresacher (2014: 348) aims at supporting students to become more satisfied with their lives in general and, furthermore, the researcher hypothesises that the learners' positive life experience automatically leads to more enjoyment while learning a foreign language. Subsequently, she argues, "[w]hen students increase their attention to positive moments in learning, less importance will be given to the anxiety they might feel at times in the classroom, which in turn will give them more self-confidence" (Fresacher 2014: 348).

Fresacher (2014: 348) presents several activities that shall implement Positive Psychology in the foreign language classroom; amongst these are meditations, mindful practices and positive affirmations. Although such exercises have enormous potential, they cannot be effective unless teachers know exactly what they are doing, as Fresacher (2014: 348) admits. Not only are educators required to know the underlying concepts of Positive Psychology, but they also need to suit the action to the word and be a role model when it comes to the enhancement of positive emotions.

Similarly, MacIntyre and Gregersen (2012: 210) highlight how significant a teacher's behaviour is as far as foreign language learners' enjoyment is concerned: "By modelling in their own discourse and attitudes and in encouraging learners to use the same, teachers can create flourishing groups by using language that is overtly supportive, encouraging and appreciative, and avoids negativity, disapproval, sarcasm and cynicism". Accordingly, teachers are assigned the role of teambuilders whose task it is to inspire their learners' positive feelings and, hence, their foreign language classroom enjoyment (MacIntyre & Gregersen 2012: 210). This ascription is supported by a study that was conducted amongst Chinese EFL students. Li and Xu (2019: 13) found that interventions targeted at the learners' emotional intelligence, i.e. "personality variables such as empathy, optimism and impulsivity" or more ambiguous constructs such as happiness, self-awareness or motivation (Petrides & Furnham 2000: 314), proved fruitful. Focusing on these personality variables can lead to a boost of positive emotions, thereby simultaneously decreasing and managing negative emotions (Li & Xu 2019: 13).

Despite teachers' impact on students' positive and negative emotions, they also influence their learners' WTC (Dewaele & Dewaele 2018: 35), which will be discussed in depth in the following section.

2.3. Willingness to communicate

The concept of WTC, i.e. their “readiness to enter into discourse at a particular time with a specific person or persons” (MacIntyre et al. 1998: 547), derives from the study of first language interaction and was originally viewed as a personality trait that could not be altered (McCroskey & Richmond 1990: 21). It was only a couple of years later that foreign language researchers took interest in this matter and redefined it for their purpose. Now being a fundamentally dynamic notion, being eager to talk is no longer considered a stable trait that a learner either possesses or simply lacks, but instead an entirely voluntary process, as MacIntyre (2007: 564) puts forward.

MacIntyre et al. (1998: 547) aimed at a visualisation of foreign language learners’ WTC. Their pyramid-shaped model (see Figure 1) illustrates the time-wise proximity and distance of certain layers that can be connected to the concept of WTC (MacIntyre et al. 1998: 547). The researchers list six different layers which steadily build up to the top of the pyramid, i.e. the actual use of the foreign language: social and individual context, affective-cognitive context, motivational propensities, situated antecedents, behavioural intention and communication behaviour (MacIntyre et al. 1998: 547). This multifaceted conceptualisation hints at the complexity of WTC and expounds the idea that rather than being regarded a trait, it should be considered “a state of readiness occurring in the present moment” (MacIntyre 2007: 568).

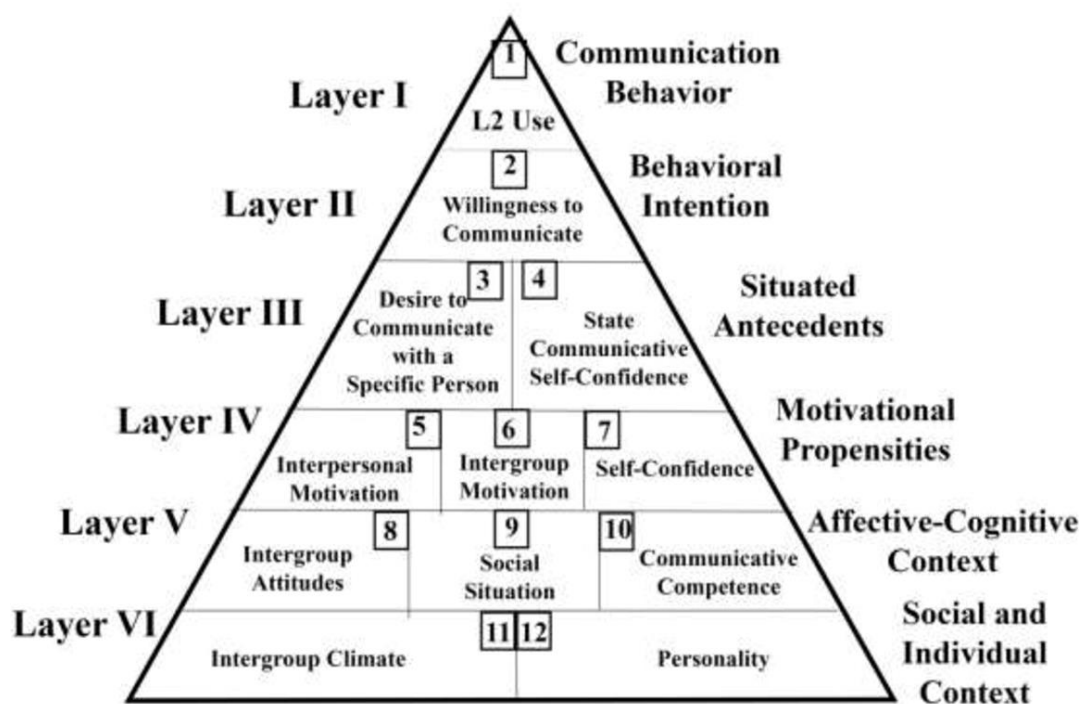


Figure 1. Pyramid-shaped model to visualise foreign language learners' willingness to communicate (MacIntyre et al. 1998: 547).

Thus, learners' WTC is heavily dependent on their desire to talk to a particular person under given circumstances as well as their self-confidence in the given moment, which is in turn determined by affective variables and the students' self-perceived competence, as MacIntyre (2007: 569) discerns. Similarly, Dewaele and Dewaele (2018: 27) advocate that after having been considered a stable trait for a long time, the dynamic properties of WTC should be highlighted these days, "namely the interaction between learner-internal and learner-external variables".

What MacIntyre (2007: 564) identifies as innovative about WTC is that it combines approaches of disciplines concerned with SLA that were previously established independently of each other: psychology, linguistics, educational studies and communicative approaches. Owing to its mixed origin, WTC does not only represent one of many individual learner differences that supports the process of acquiring a new language, but it can also be regarded a "nonlinguistic outcome" of a foreign language course (MacIntyre 2007: 564).

As far as SLA is concerned, Burroughs, Marie and McCroskey (2003: 237) claim that a speaker's WTC in a foreign language is bound to be lower, since it is a common belief that people are always less skilled in languages they learn later in life as compared to their first language. Nevertheless, as Gregersen and MacIntyre (2014: 215) stress, communicating in the target language should not be regarded a means to an end, but rather as a means and an end. They agree with Kang (2005: 278), who argues that "it can be assumed that more interaction leads to more language development and learning", considering that "language development can occur through interaction". Indeed, being able to communicate, or more specifically "producing students who are willing to use the language for authentic purposes" (Gregersen & MacIntyre 2014: 216), is an overriding aim of foreign languages classes while talking is also a golden opportunity to actually reach this goal.

By implication, this means that learners who are not willing to communicate simultaneously lose the opportunity to learn the target language in such a successful manner as their peers who do not hesitate to talk. For this reason, Gregersen and MacIntyre (2014: 216) emphasise how important it is that teachers are aware of the concept of WTC, so that "learners are more likely to use [the target language] in authentic communication, function as autonomous learners who make independent efforts to seek out communication, and to extend their learning opportunities outside the classroom".

2.3.1.1. Variables influencing WTC

Several ways to enhance students' WTC are presented by Dewaele and Dewaele (2018: 35), who conducted a study amongst British secondary school students. Their investigation shows that, for instance, the teacher's frequent use of the target language contributes to the learners' WTC (Dewaele & Dewaele 2018: 33). Apart from that, students who are exposed to the target language on a regular basis are also considered to experience more enjoyment in their class (Dewaele et al. 2017: 694), as already pointed out in an earlier section of this literature review. Hence, a link between these concepts is suggested. Following motivation, WTC was identified as the psychological variable that secondary school teachers deemed absolutely vital in an investigation led by Gkonou, Mercer and Daubney (2018: 506). This finding points at the significant role of the speaking skill in the foreign language classroom. However, even though teachers seem to be aware of the concept of WTC, they do not always succeed in enhancing it. Furthermore, Dewaele and Dewaele (2018: 30) found that FLA reduces learners' WTC and their attitudes towards the learnt language also has an impact on it. On the other hand, the researchers indicate that the more proficient the learners are, the keener they are to communicate, and, on a more general note, age is also relevant, as older students tend to be more willing to communicate than younger ones (Dewaele & Dewaele 2018: 30). Another interesting result this study yielded is that the learners' attitudes towards the teacher, relative standing in the peer group and test scores do not seem to influence their WTC (Dewaele & Dewaele 2018: 30).

Drawing on the distinction between social, private and teacher-related FLE (Dewaele & MacIntyre 2016: 233), which was already presented in a previous section, Dewaele and Dewaele (2018: 30) discovered that private FLE has the least impact on students' WTC in foreign language classes. In contrast to that, social FLE seems to be a predictor of variance in WTC; thus, Dewaele and Dewaele (2018: 30) highlight the importance of a positive atmosphere during foreign language lessons, as it serves as a catalyser of the learners' WTC.

These findings are also supported by another study that Dewaele (2019: 11) undertook. Even though the participants were not secondary pupils but adult learners in this case, they still reported more WTC if they enjoyed their English classes and less if they felt anxious about them (Dewaele 2019: 11). Therefore, Dewaele (2019: 11) infers that although some variables cannot be influenced by educators, others can be altered in favour of the learners' WTC: "It involves creating a friendly and sufficiently challenging and interesting emotional classroom environment and picking conversation topics that match the students' interests."

2.3.1.2. *Implications of WTC*

Even though it is generally advised to rather focus on enjoyment-bringing activities than on anxiety-reducing ones in the foreign language classroom (Dewaele et al. 2017: 694), interestingly, Gregersen and MacIntyre (2014: 217) argue that in the case of WTC it is the other way around: “[I]f a learner is both motivated and anxious, to the extent that anxiety is the restraining force and motivation is the driving force, on balance, teachers will have more to gain by diminishing the anxiety before taking on motivation.” Taking into consideration that more proficient learners seem to face more anxiety (MacIntyre et al. 2003: 603), Gregersen and MacIntyre (2014: 222) recommend that instead of always trying to push students to the next level, teachers should rather choose to reduce the learners’ levels of anxiety and simultaneously create an environment in which they are ready to talk.

In order to spark foreign language learners’ WTC, Gregersen and MacIntyre (2014: 217) unveil an action plan for teachers. While they admit that the concept of WTC is quite complex with its “long-term patterns as well as variables that fluctuate in the moment and are dependent upon a choice to communicate with a specific person at a specific time” (Gregersen & MacIntyre 2014: 217), they still assert that it can be facilitated by educators. Recognising the multi-layered and dynamic nature of foreign language learners’ eagerness to talk, Gregersen and MacIntyre (2014: 217) recommend focusing on overcoming surmountable obstacles as a first approach of action. For instance, teachers are encouraged to briefly, yet carefully, reconsider their form of error correction and praise as well as peer activities, although the researchers admit that it is a thin line between facilitating and reducing foreign language learners’ WTC (Gregersen & MacIntyre 2014: 218).

Based on the pyramid that he invented together with his colleagues in order to conceptualise WTC (MacIntyre et al. 1998: 547), MacIntyre (2012: 21) considers it easier to tackle situational problems before dealing with perennial ones, despite admitting that the more distant and trait-like influences of WTC, such as students’ personalities or the group’s climate, might also alleviate their eagerness to talk. For this reason, Gregersen and MacIntyre (2014: 221) stress that “teachers who are aware of these differences will be able to incorporate tasks and interaction opportunities that stimulate language learners to choose to initiate conversation”.

More precisely, they outline a number of research-based exercises that shall increase foreign language learners’ WTC (Gregersen & MacIntyre 2014: 223). Some of their activities are designed in a way that students can reflect on instances in which they felt most and least willing to communicate in the target language, leaving room for them to articulate their innermost

feelings (Gregersen & MacIntyre 2014: 224). While these kinds of exercises are perhaps rightful for some learners, it is questionable whether the majority, and especially younger pupils, would be able and prepared to closely reflect upon driving and restraining forces that influence their WTC. Therefore, deciding how to counteract learners' reluctance to talk certainly requires a teacher's expertise and sensitivity towards the choice of activity, and, as the literature review aimed to show, also towards students' FLA and FLE in general.

3. Research

After having reviewed the most relevant concepts related to FLA, FLE and WTC, the focus is now shifted to the research project, in which these notions are investigated by means of a web survey. In the first section, the research questions are listed, which is followed by a description of the participants, i.e. relevant demographic background information and language learner history. This is followed by a general outline of the research design, where the three scales as well as the open-ended questions that were included in the survey will be discussed.

3.1. Research questions

The present study seeks to answer the following research questions:

- (1) In how far do students' FLE and FLA differ across regular and emergency remote EFL lessons?
- (2) In how far do students' FLE and FLA differ within regular and emergency remote EFL lessons?
- (3) How strongly are FLA and FLE linked across regular and emergency remote EFL lessons?
- (4) How strongly are FLA and FLE linked within regular and emergency remote EFL lessons?
- (5) How strongly is students' WTC linked to learners' FLA and FLE in both contexts?
- (6) To what extent are grades and self-perceived proficiency linked to FLE and FLA in both contexts?
 - (6a) In how far are grades and self-perceived proficiency linked?
- (7) In how far do emergency remote EFL lessons differ from 'in-person' classes according to the students?
- (8) Which episodes of emergency remote and regular foreign language classes do students perceive as particularly enjoyable and which ones as unpleasant?

- (9) What other emotions do learners report in the context of emergency remote EFL lessons as compared to regular classes?

3.2. Methodology

3.2.1. Participants

3.2.1.1. Demographic data

A total of 428 students attending the same Austrian upper secondary school participated in the study which is described below. Eight outliers were discarded; hence, the data is based on the responses of 420 participants. Two of these (0.5%) identified as diverse, 91 (21.7%) as female and 327 (77.9%) as male. The disproportionate number of male participants is explained by the type of school the pupils attend, as a higher technical college is usually rather attended by young men than women (Bruneferth et al. 2016: 127). This kind of distribution, with male participants clearly outnumbering the female ones, is atypical for online questionnaires in SLA research (Wilson & Dewaele 2010: 115). Students from all departments, i.e. electronics and computer technology, electrical engineering, information technology, mechanical engineering, mechatronics, and industrial engineering, joined the study. Furthermore, pupils from all five grades participated; thus, their age ranged from 14 to 20, the mean age being 16. There were 111 pupils who were 16 years old (26.4%), followed by 97 (23.1%) 17-year-olds and 96 (22.9%) 15-year-olds. Sixty-six students (15.7%) were 18, 26 students (6.2%) were 14, 18 (4.3%) were 19 years old and six (1.4%) were 20 years old.

3.2.1.2. Language learner history

The vast majority ($n = 336$; 80%) studied one foreign language, and 84 participants (20%) studied two foreign languages. Almost everyone, i.e. 405 pupils (96.4%), said German was their first language. The remaining 15 students (3.6%) reported their mother tongue to be one of the following: Albanian, Croatian, Kurdish, Persian, Romanian, Russian, Swahili and Czech. Thirty-three participants (7.9%) said they grew up with two first languages; however, none of these was English. English was reported to be the most commonly studied foreign language, as 404 participants (96.2%) reported to have learnt it as a second or third language. Other foreign languages acquired by the pupils included German, Czech, Serbian, Spanish, French, Latin, Russian, Italian, Slovakian, Arabian, Japanese, Croatian, Polish, and Swedish.

In addition to that, the participants had to indicate their self-perceived proficiency in the English language on a five-point Likert-type scale: Possible answers ranged from ‘very poorly’ (1), ‘poorly’ (2), ‘adequately’ (3), ‘well’ (4) to ‘very well’ (5). The mean score was 3.5. Answers revealed that 189 participants reported to be intermediate users (45%), followed by 157 (37.4%) who described themselves as advanced, while only 39 (9.3%) deemed their English skills as high intermediate and 32 (7.6%) as low intermediate. Only three out of 420 participants (0.7%) thought they were beginners.

Afterwards, the pupils were asked to report how frequently they use English, with responses ranging from ‘never’ (1), ‘occasionally’ (2), ‘sometimes’ (3), ‘frequently’ (4) to ‘always’ (5). The mean score was 3.1. More specifically, 188 participants (44.4%) said they sometimes use it, followed by 104 students (24.8%) who reported that they would frequently use it and another 101 (24%) who mentioned that they would use it only occasionally. Smaller proportions reported being at the extreme ends of the scale, with 18 (4.3%) claiming to always use English and nine (2.1%) claiming to never use it.

As far as the students’ most recent English grades are concerned, 136 (32.4%) said they received a 2, immediately followed by 133 (31.7%) who reported that they received a 3. Eighty-one pupils (19.3%) said they had a 1, 65 (15.5%) had a 4, and, based on self-reported data, only five students (1.2%) had a 5. In the Austrian school system, a 1 is the best and a 5 is the worst grade.

As regards their relative standing in the group of foreign language learners during regular face-to-face classes, responses ranged from ‘much worse’ (1), ‘worse’ (2), ‘equally’ (3), ‘better’ (4) to ‘much better’ (5). The participants predominantly ($n = 208$; 49.5%) said they would consider their achievements as average, 137 (32.6%) felt that they were above average, and 46 (11%) said they were below average. The remaining students reported their relative standing in the ‘in-person’ foreign language class to be at the two extreme ends of the scale, with 25 (6%) as far above average and four (1%) as far below average. The same question was asked about the emergency remote phase, which lasted for approximately eleven weeks between March and June 2020. Asked about their relative standing in the online foreign language class, 209 students (49.8%) reported that their achievements could be considered average in comparison to their peers. Compared with the answers above, fewer people ($n = 122$, 29%) said that they were above average, but more reported to feel below average ($n = 59$, 14%) instead. Twenty-three pupils (5.5%) considered themselves as far above average and seven (1.7%) reported to be far below average (mean = 3.23; $SD = 0.817$). Nevertheless, it seems as though the participants generally seemed to view their achievements as worse than those of their classmates in the

online foreign language lessons as compared to those in the regular face-to-face classes (mean = 3.32; $SD = 0.783$).

Regarding overall satisfaction, two questions were asked: One dealt with the regular ‘in-person’ EFL classes and the other with emergency remotely taught lessons. Possible answers were ‘very dissatisfied’ (1), ‘dissatisfied’ (2), ‘neither satisfied nor dissatisfied’ (3), ‘satisfied’ (4), and ‘very satisfied’ (5). When asked how satisfied they were with face-to-face English lessons, 197 pupils (46.9%) reported they were satisfied, followed by 134 (31.9%) who were very satisfied and 68 (16.2%) who were undecided. Twenty-one pupils (5%) reported being dissatisfied with their regular English classes and no participant reported being very dissatisfied. The mean was 4.06 out of 5 ($SD = 0.824$). In comparison to that, fewer participants ($n = 155$, 36.9%) reported they were satisfied with the online English lessons during the period of time when schools were closed. Still, 118 participants (28.1%) said they were very satisfied with the emergency remote English classes and 101 students (24%) were undecided about it. The group of students who were dissatisfied with the new teaching mode consisted of 40 people (9.5%) and six (1.4%) even reported that they were very dissatisfied with the online EFL classes. The mean was 3.81 out of 5 ($SD = 0.998$). Hence, it seems as if the regular ‘in-person’ English lessons seemed to be more popular amongst the upper secondary students.

3.2.2. Procedure

The sample was obtained by convenience sampling and the study is based on a web questionnaire which was made available via Google Forms in May 2020 and remained online until the beginning of July 2020. Both the anonymity of the participants and the anonymity of their teachers was guaranteed. The participants as well as the school’s headmaster were informed about the study in a written and spoken manner and they were also asked for their consent. As a next step, English teachers at the upper secondary school where the survey was conducted were contacted and asked to arrange an online meeting with the students. Therefore, this study relied on non-probability convenience sampling processes (Wilson & Dewaele 2010: 105).

During more than a dozen videoconferences, each of the participating groups of students was introduced to the research project. For the purpose of intelligibility, the survey was conducted in German, although the original items were phrased in English. The learners were given the opportunity to pose questions while completing the questionnaire, although, as Wilson and Dewaele (2010: 117) point out, there is usually no way to remove ambiguity in web-based

questionnaires. A commonly asked question was about the school type the students attended, as some seemed to lack knowledge of the terms Allgemeinbildende Höhere Schulen (AHS), i.e. grammar school, and Berufsbildende Mittlere und Höhere Schulen (BMHS), i.e. vocational schools with higher education entrance qualification.

As Dörnyei (2007: 121) points out, web-based questionnaires have become established in the field of SLA research, as findings “have been sufficiently positive”. However, he admits that conducting a survey online has its weaknesses, too, and identifies the increasingly heterogeneous samples and the self-selection of participants as two major problems when it comes to online surveys (Dörnyei 2007:121). Addressing these concerns, Resnik (2018: 100) emphasises that despite these objections, the advantages of online surveys nevertheless outweigh the disadvantages. She points out that “[e]specially with regard to web-based research in the context of multilingualism, participants’ trying to deceive the researcher and deliberately giving wrong responses would not make sense as the questions asked for personal opinions and individual experiences” (Resnik 2018: 100) and, for this reason, social desirability is not likely to occur in these settings.

Besides, there are also other reasons as to why conducting a study online is reasonable. For instance, it does not require the same vast expenses as traditional research (Dörnyei 2007: 121). Furthermore, Dörnyei (2007: 121) states that it is much more likely to obtain a large number of participants via snowball sampling if a questionnaire is web-based, and, in addition to that, the analysis of data is facilitated through spreadsheet software. Besides these economic and time-saving benefits, Dörnyei (2007: 121) points out that online questionnaires are often perceived to be more anonymous in comparison to traditional surveys in pencil and paper form; thus, results might be considered more honest if studies are web-based. The major benefit of such questionnaires is their accessibility. Considering that participants from anywhere in the world can be easily contacted via the Internet, Dörnyei (2007: 121) highlights that not only data from extremely large samples can be gathered, but also “small, scattered, or specialised populations which would otherwise be difficult to reach” can be investigated. Due to the aforementioned advantages, and particularly due to social distancing during the Covid-19 pandemic, it is justified that the present study was conducted online.

Once the purpose of the study had been explained, relevant demographic data, i.e. age, gender, school type, and the participants’ language history were collected. In addition to that, attitudinal questions were asked in order to investigate the students’ opinions on EFL and their English teachers. Furthermore, the participants had to indicate their relative standing regarding their

English skills in comparison to their peers, their self-perceived English language proficiency and frequency of use. Following this first part of the questionnaire that sought to shed light on the learners' backgrounds, the items which dealt with the topics of interest, i.e. FLA, FLE, and WTC, were introduced. These items were mainly quantitative ones and can be divided into different scales. The scales dealing with FLA and FLE were used twice: the first time addressing face-to-face EFL lessons and the second time addressing emergency remote EFL classes.

The final four items were qualitative ones, as the open-ended questions allowed the participants to describe their experiences in their own words while the previous scales did not allow for any digression. Such a mixed-methods approach is considered highly useful, as it allows the researcher to combine “elements of qualitative and quantitative research approaches [...] for the purposes of breadth and depth of understanding and corroboration” (Johnson et al. 2007: 151). Nevertheless, as Resnik (2018: 98) emphasises, there is no method that is superior to all others, but “[w]hat is crucial is that the selected approach can test the hypotheses and answer the research questions” (see also Li, 2007). In this regard, Wilson and Dewaele (2010: 117) admit that questionnaires are incomplete by nature, “as one is forced to find a fine balance between the number of topics covered and the amount of detail requested while keeping a total length under control”. For this reason, the four open-ended questions asked for numerous pieces of information on purpose, in order to avoid too lengthy proceedings towards the end of the questionnaire. As far as the length of a survey is concerned, Dörnyei (2003: 132) suggests a maximum of 30 minutes for participants to answer all questions. This time limit was reached, but not exceeded in the present study. All the scales and open-ended questions are going to be addressed in more depth below and can be reviewed in the appendix.

3.2.3. Instrument

3.2.3.1. The FLE scale

In order to complement research on FLA, Dewaele and MacIntyre (2014: 273) designed a scale consisting of 21 items that shall reflect a positive emotion, i.e. FLE. Twelve items that were extracted from the original FLE scale (Dewaele & MacIntyre 2014: 273) were included in the survey to measure the learners' perceived FLE. All of these are phrased positively, which means that a higher score equals a higher level of FLE (see appendix). Due to most recent developments in FLE research (Botes, Dewaele & Greiff 2020), it was decided to only analyse nine out of the twelve items. These nine psychometrically validated items can be grouped in three different dimensions, each of which contains three items.

The dimensions are personal enjoyment (“I enjoyed it”, “It was fun”, “In class, I felt proud of my accomplishments”), social enjoyment (“There was a good atmosphere“, “We formed a tight group”, “We laughed a lot”), and teacher appreciation (“The teacher was encouraging“, “The teacher was friendly”, “The teacher was supportive”). All of these items were presented twice: first in the context of regular ‘in-person’ EFL classes and then in the context of emergency-remote EFL lessons. The answers took the form of a 5-point Likert scale, with responses ranging from ‘strongly disagree’ (1), ‘disagree’ (2), ‘undecided’ (3), ‘agree’ (4) to ‘strongly agree’ (5). Internal reliability was good in both the set dealing with ‘in-person’ EFL classes and the set concerned with emergency remote EFL lessons (Field 2014 [2000]). Cronbach’s alpha was .832 ($N = 9$) for regular face-to-face sessions and .843 ($N = 9$) for remotely taught classes. Within the three subscales, the internal reliability ranged from acceptable to very good (personal enjoyment_{FTF}: Cronbach’s alpha = .690, $N = 3$; social enjoyment_{FTF}: Cronbach’s alpha = .682, $N = 3$; teacher appreciation_{FTF}: Cronbach’s alpha = .811, $N = 3$; personal enjoyment_{Online}: Cronbach’s alpha = .798, $N = 3$; social enjoyment_{Online}: Cronbach’s alpha = .758, $N = 3$; teacher appreciation_{Online}: Cronbach’s alpha = .816, $N = 3$).

For enjoyment ratings in face-to-face EFL lessons, mean scores were 4.06 out of 5 ($SD = .58$, $n = 420$) and in emergency remote lessons, the mean was 3.83 out of 5 ($SD = .68$, $n = 420$). On average, personal enjoyment in regular English classes pre-Covid-19 was 3.73 ($SD = .75$, $n = 420$) and 3.49 ($SD = .95$, $n = 420$) for remotely taught lessons. Social enjoyment had average ratings of 4.09 ($SD = .69$, $n = 420$) for face-to-face classes and 3.67 ($SD = .88$, $n = 420$) for online classes during the shutdown caused by the pandemic. Regarding teacher appreciation, the mean value in regular ‘in-person’ classes was 4.36 ($SD = .69$, $n = 420$) and 4.32 ($SD = .74$, $n = 420$) during the pandemic. A Kolmogorov-Smirnov test revealed that the enjoyment ratings were not normally distributed, neither with regard to regular ‘in-person’ classes, nor with regard to remotely taught EFL lessons (all $p < .001$). However, quantile-quantile (Q-Q) plots show that FLE scores follow a normal distribution reasonably well, except for the extreme tail (see Figures 2 and 3).

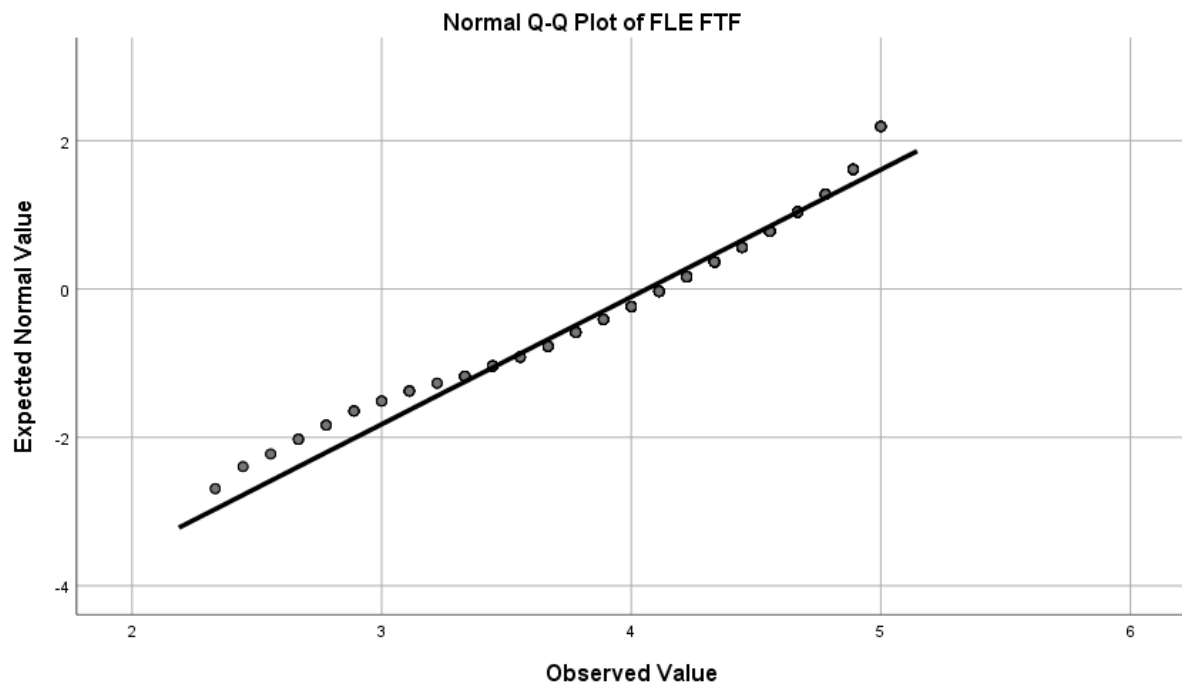


Figure 3. Quantile-quantile (Q-Q) plot for distribution of foreign language enjoyment (FLE) scores in face-to-face EFL classes

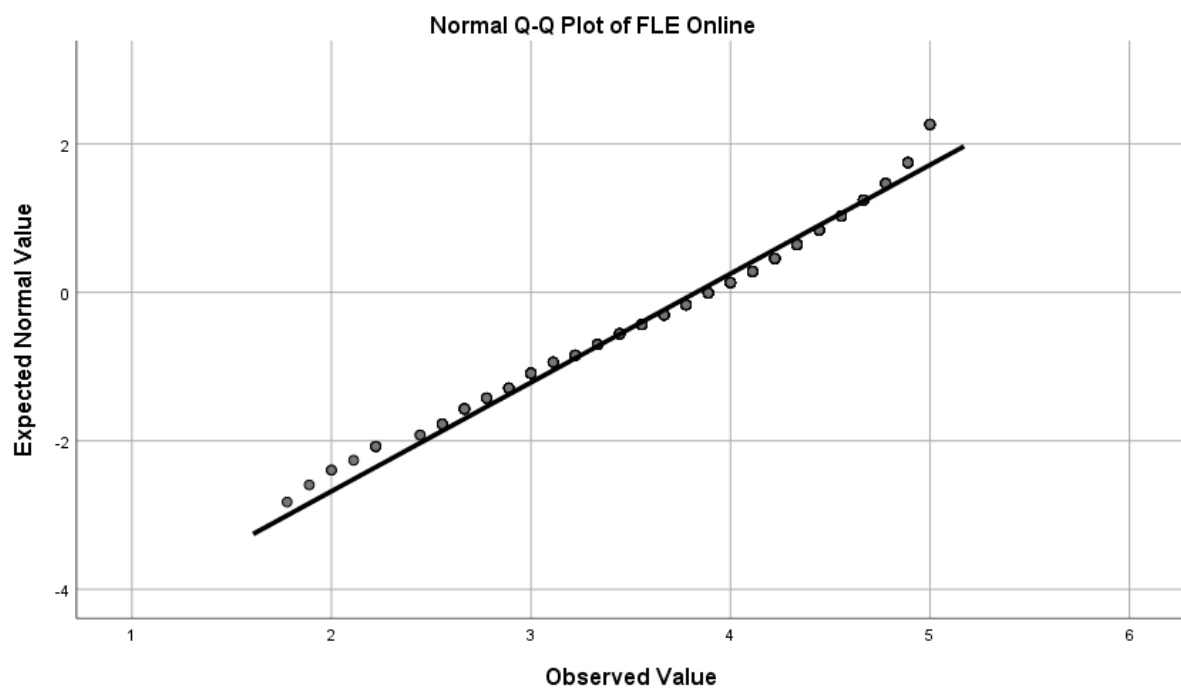


Figure 2. Quantile-quantile (Q-Q) plot for distribution of foreign language enjoyment (FLE) scores in emergency-remote EFL classes

3.2.3.2. *The FLCA scale*

To what extent the participants experienced FLCA in their regular face-to-face EFL lessons and their remotely taught English lessons during the pandemic was measured with eight items extracted from the Foreign Language Classroom Anxiety Scale that was originally designed by Horwitz et al. (1986: 130). More recently, a shortened version of the scale that only consists of eight out of the original 33 items was used in international research (Dewaele & MacIntyre 2014, 2016). These eight items were used twice, once in order to investigate students' anxiety in the 'in-person' setting and another time in order to measure the participants' anxiety in emergency-remote English classes. Thus, the wording of the items was slightly changed in comparison to the original ones, as phrases such as *in the regular English lesson* and *in the online English lesson* were added.

Similar to the aforementioned FLE scale, answers were given on a 5-point Likert-type scale here, too. Responses ranged from 'strongly disagree' (1), 'disagree' (2), 'undecided' (3), 'agree' (4) to 'strongly agree' (5). The eight items reflect feelings of unease (e.g. "Even if I am well prepared for the FL class, I feel anxious about it"), self-assurance (e.g. "I feel confident when I speak in the FL class") and physical symptoms of anxiety (e.g. "I can feel my heart pounding when I'm going to be called on in the FL class").

While six out of the eight items were phrased positively, the remaining two were reverse-coded, which leads to "higher scores generally reflecting higher anxiety ratings for all items", as Resnik and Dewaele (2020b: 16) put forward. When total scores for this scale were calculated, these two items were recoded. As regards the internal reliability of the FLCA scale, the one that dealt with students' negative emotions in face-to-face English lessons had a good one with Cronbach's alpha being as high as .893 ($N = 8$) (Field 2014 [2000]). The internal reliability for online English classes during the distance learning phase was also good with Cronbach's alpha being .859 ($n = 8$). For 'in-person' anxiety ratings mean scores were 2.35 out of 5 ($SD = .92$, $N = 420$), and 2.25 ($SD = .84$, $N = 420$) for FLCA in emergency remote lessons. Although Kolmogorov-Smirnov tests proved that the variables were not normally distributed (all $p < .001$), Quantile-quantile (Q-Q) plots illustrate the acceptable distribution of anxiety scores in 'in-person' EFL classes and the borderline distribution of anxiety scores in remotely taught EFL lessons (see Figures 4 and 5).

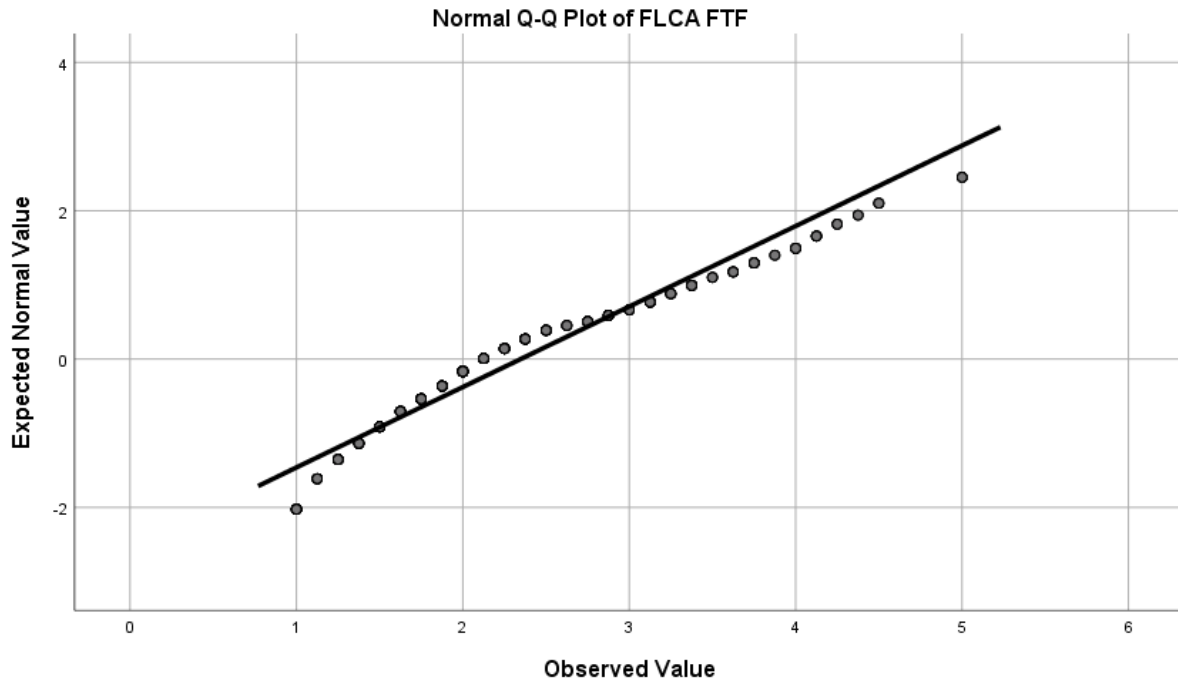


Figure 5. Quantile-quantile (Q-Q) plot for distribution of foreign language classroom anxiety (FLCA) scores in face-to-face EFL lessons

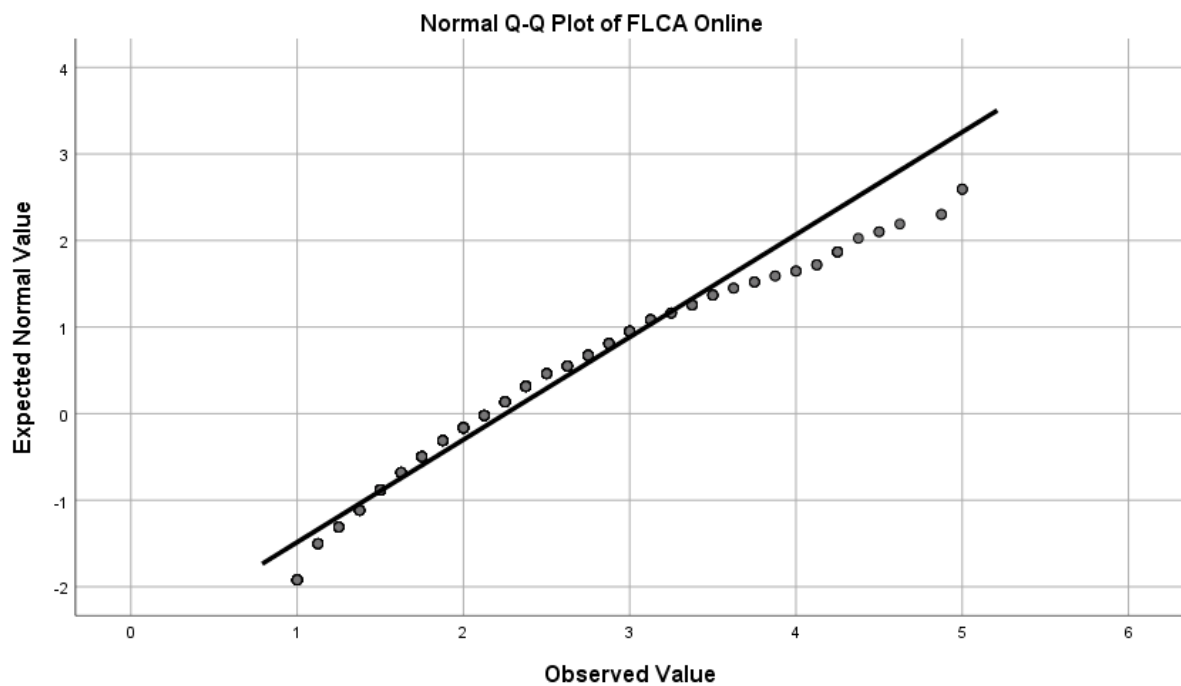


Figure 4. Quantile-quantile (Q-Q) plot for distribution of foreign language classroom anxiety (FLCA) scores in emergency-remote EFL lessons

3.2.3.3. WTC scale

Since recent findings show a correlation between second language learners' WTC, FLA as well as enjoyment (Dewaele 2019: 533), this master thesis seeks to shed light on this matter in Austrian contexts in regular EFL classes taught in person and those that were taught online between March and June 2020 due to the pandemic. For this purpose, the questionnaire also included a section that dealt with the participants' WTC. The aim of this scale is to represent "the likelihood to start a conversation in a FL in hypothetical scenarios with known and unknown interlocutors in a range of different situations", as Dewaele (2019: 6) points out. The WTC scale that was used in this study consisted of six items, with answers ranging from strongly 'disagree' (1), 'disagree' (2), 'undecided' (3), 'agree' (4) to 'strongly agree' (5). An analysis of the scale revealed high internal consistency (Field 2014 [2000]) with Cronbach's alpha being .89 ($N = 6$). The mean score for WTC was 3.63 out of 5 ($SD = .87$, $N = 420$). A Kolmogorov-Smirnov test indicated that the distribution was not normal due to a skew towards the high end of the scale ($p < .001$). Nevertheless, a Q-Q plot (quantile-quantile plot) revealed that the scores for WTC follow a normal distribution to some extent, with the exception of the extreme tail (see Figure 6).

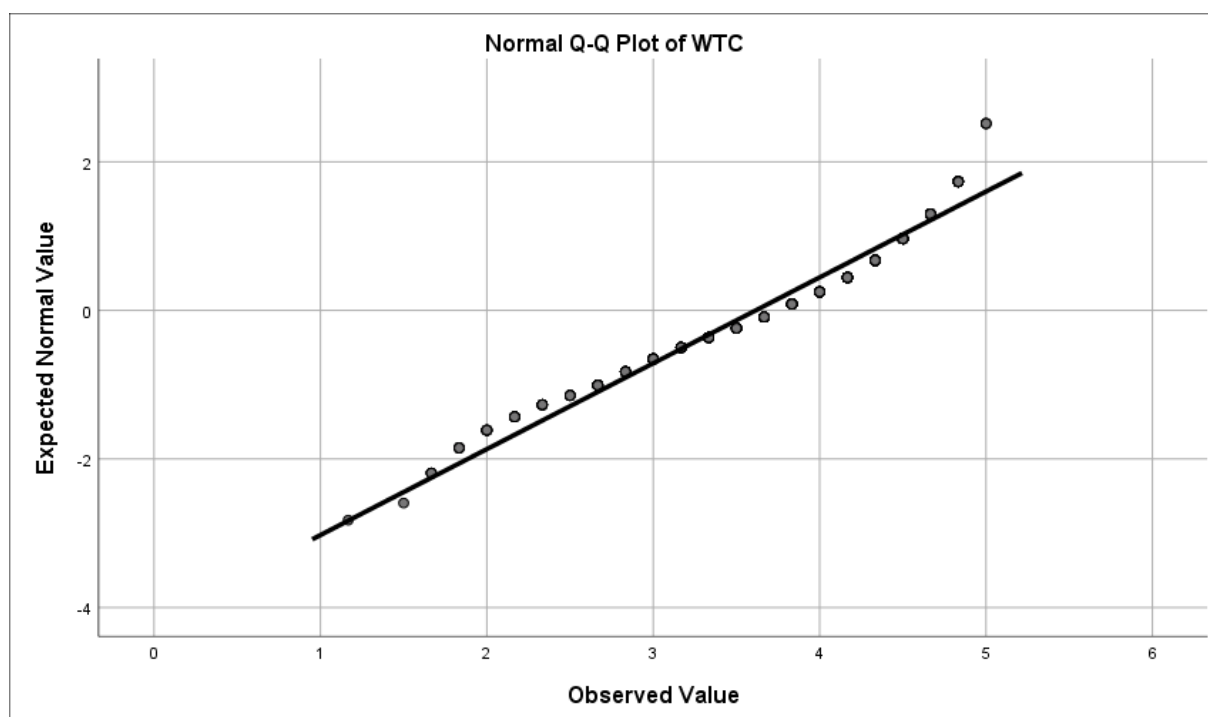


Figure 6. Quantile-quantile (Q-Q) plot for distribution of willingness to communicate (WTC) scores

As some of the Q-Q plots were borderline (see Figures 2-6), non-parametric procedures, i.e. Spearman correlations and Wilcoxon signed-rank tests, were run, too. Since these revealed the same results, it was decided that the more powerful parametric tests, i.e. Pearson correlation analyses and t-tests, will be presented at this point. The findings from the non-parametric procedures can be provided by the author on demand. Apart from skewness being borderline for FLE and FLA in face-to-face and online classes, other variables are fully acceptable as far as skewness and kurtosis are concerned (see Table 1).

Table 1. Descriptive statistics for FLE face-to-face, FLE online, FLA face-to-face, FLA online and WTC

Variable	Mean	SD	Median	Mode	Min	Max	Skewness	SE1	Kurtosis	SE2
FLE face-to-face	4.06	.58	4.11	4.11	2.33	5.00	-.646	.119	.005	.238
Personal FLE face-to-face	3.73	.75	3.67	4.00	1.33	5.00	-.446	.119	.011	.238
Social FLE face-to-face	4.09	.69	4.00	5.00	1.67	5.00	-.504	.119	-.331	.238
Teacher Appreciation face-to-face	4.36	.69	4.67	5.00	1.67	5.00	-1.08	.119	.511	.238
FLE online	3.83	.68	3.89	4.11	1.78	5.00	-.434	.119	-.367	.238
Personal FLE online	3.49	.95	3.67	3.00	1.00	5.00	-.387	.119	-.284	.238
Social FLE online	3.67	.88	3.67	4.00	1.00	5.00	-.490	.119	-.222	.238
Teacher Appreciation online	4.32	.74	4.67	5.00	1.00	5.00	-1.116	.119	-.938	.238
FLCA face-to-face	2.35	.92	2.13	2.00	1.00	5.00	.719	.119	-.195	.238
FLCA online	2.25	.84	2.13	1.75	1.00	5.00	.844	.119	-.582	.238
WTC	3.62	.87	3.75	4.50	1.17	5.00	-.501	.119	-.634	.238

3.2.3.4. Open-ended questions

Four optional open-ended questions were posed at the end of the questionnaire. The first one asked to what extent the participants' online teaching during the pandemic differed from their face-to-face English classes. The second open-ended question investigated what the participants particularly liked or disliked about their emergency remote English classes. Here, they were

asked to give some concrete examples. The third open-ended question was similar to the second one, the only difference being the mode of teaching. In this case, the participants had to report what they particularly liked or disliked about their regular face-to-face English classes and provide examples. The last question was concerned with other emotions the students felt in their new online classes as opposed to their regular ‘in-person’ English lessons. The first question was answered by 386 out of 420 participants, the second by 353, the third by 308, and the fourth by 282. In total, all answers to these last four items amounted to a corpus of 14,002 words.

The data that was obtained from these four open-ended questions shall support the findings revealed by the quantitative analyses. By adding the participants’ statements, their personal views are going to be presented, which in turn might provide explanations for statistical trends. Key words that describe the upper secondary students’ emotions were extracted from the qualitative data and quantified. This is a common approach in mixed-method research and was, for instance, applied quite recently in a similar study conducted by Resnik and Dewaele (2020b: 17).

Based on their research (cf. Resnik & Dewaele 2020b: 17), a convergent parallel design was followed for the present study. For this purpose, Creswell and Plano Clark (2011: 77) recommend keeping the different constituents of the study apart while analysing them. Thus, the findings are only going to be combined once the results are discussed and interpreted. Through this approach, a triangulation of methods is facilitated, as quantitative findings can be directly compared with qualitative ones and, therefore, the results can be corroborated and validated (Creswell & Plano Clark 2011: 77). The survey is included in full length in the appendix at the end of the thesis.

3.3. Results

3.3.1. Quantitative data

3.3.1.1. Differences in enjoyment and anxiety ratings across regular ‘in-person’ and emergency remote EFL classes

As illustrated in Figure 7, both FLE and FLCA were experienced more strongly in the regular ‘in-person’ English classes as compared to the emergency remote lessons during the pandemic. A series of paired-samples t-tests was conducted in order to compare FLE and FLCA in ‘in-person’ and emergency remote EFL lessons. They showed a significant decline in the participants’ FLE [$t(420) = 7.58, p < .001$; Cohen’s $d = .74$ (Cohen 1988)] in the emergency

remote EFL classes. Regarding the FLE subscales, Figure 8 shows that there is a decline of enjoyment on all dimensions.

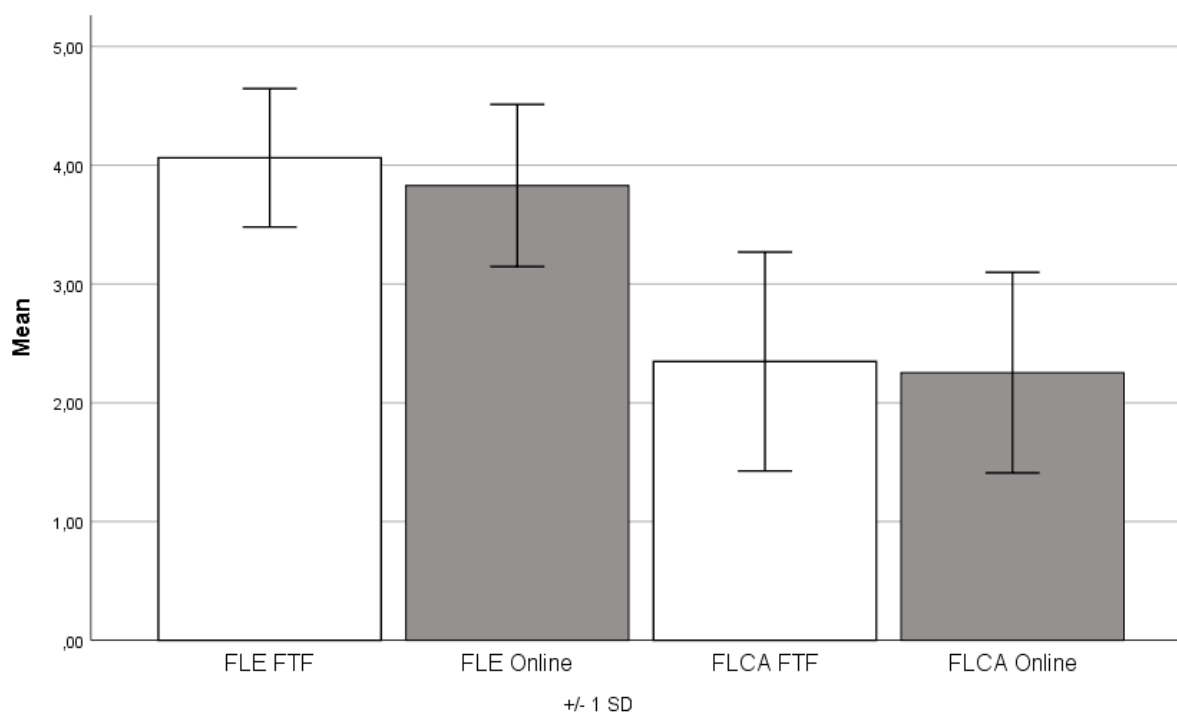


Figure 7. A comparison of mean enjoyment and anxiety scores in face-to-face and online classes

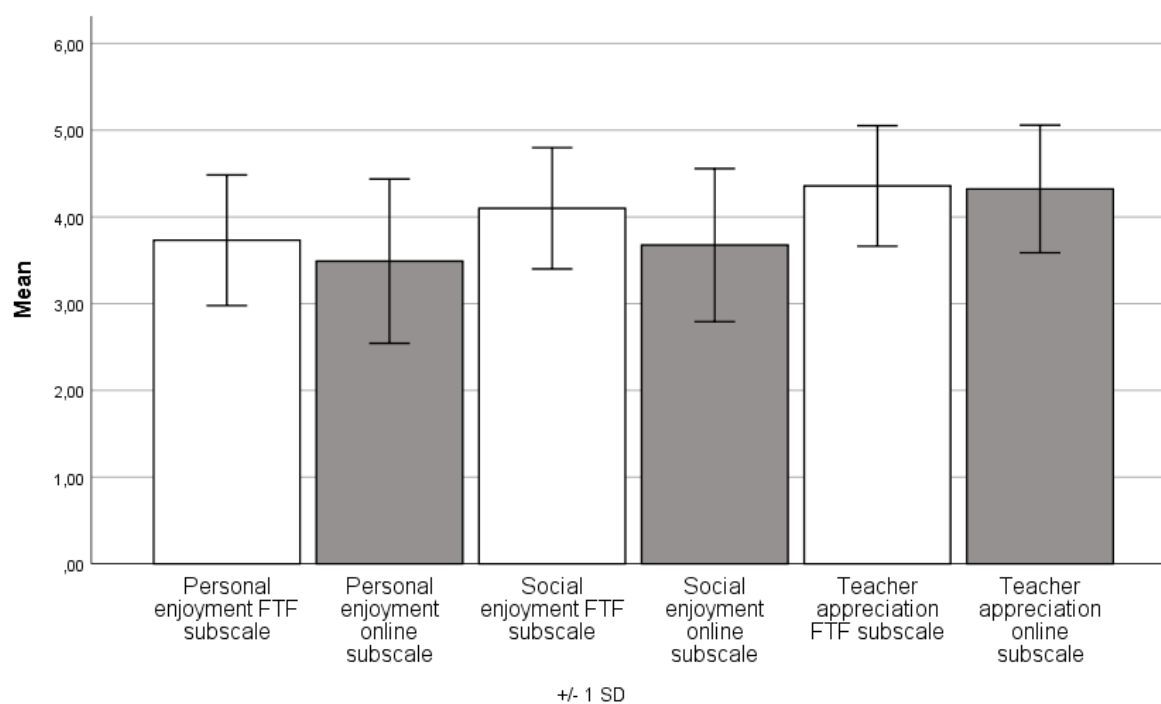


Figure 8. A comparison of mean enjoyment scores in face-to-face and online classes illustrating the three subscales

In two out of the three FLE subscales, i.e. students' personal FLE [$t(420) = 4.81, p < .001$; Cohen's $d = .47$] and social FLE [$t(420) = 10.77, p < .001$; Cohen's $d = 1.05$], the decline was significant (see Table 2 for mean scores). No significant difference was identified with regard to teacher appreciation in the two analysed contexts [$t(420) = 1.19, p = .235$; Cohen's $d = .12$]. Cohen's d indicates a medium effect on personal enjoyment and a large effect on social levels. The differences, including the SD, are illustrated in Figure 8.

As regards differences in anxiety ratings across face-to-face and remotely taught EFL lessons, paired-samples t-tests showed that there is a significant difference in the upper secondary students' FLCA ratings [$t(420) = 3.29, p \leq .001$; Cohen's $d = .32$] for emergency remote classes and classes taught on site. A comparison of the mean scores illustrates a significant decline in students' FLCA in emergency remotely taught classes. As can be seen in Table 2, Cohen's d indicates a medium effect size. Figure 7 illustrates the difference including the SD.

Table 2. T-test displaying differences in enjoyment and anxiety ratings across both contexts

		Paired Samples T-Test								
				Paired Differences		95% Confidence Interval of the Difference				
		Mean	SD	Std. Error Mean	Lower	Upper	t	df	p	Cohen's d
Pair 1	FLE FTF - FLE online	.23	.63	.03	.17	.291	7.58	419	.000	.74
Pair 2	Personal enjoyment FTF subscale - Personal enjoyment online subscale	.24	1.03	.05	.14	.34	4.80	419	.000	.47
Pair 3	Social enjoyment FTF subscale - Social enjoyment online subscale	.42	.81	.04	.35	.50	10.77	419	.000	1.05
Pair 4	Teacher appreciation FTF subscale - Teacher appreciation online subscale	.03	.60	.03	-.02	.09	1.19	419	.235	.12
Pair 5	FLCA FTF - FLCA online	.09	.58	.03	.04	.15	3.29	419	.001	.32

3.3.1.2. Differences between enjoyment and anxiety ratings in regular ‘in-person’ and emergency remote EFL classes

In addition to that, paired t-tests were performed in order to investigate if the participants’ overall enjoyment and anxiety ratings differed in both of the contexts. The findings indicate a significant difference between enjoyment and anxiety ratings in regular face-to-face EFL classes [$t(420) = 28.47, p < .001$; Cohen’s $d = 2.78$]. The same pattern is visible regarding enjoyment and anxiety ratings in online classes [$t(420) = 27.91, p < .001$; Cohen’s $d = 2.72$]. By comparing the mean scores (see Table 2), it becomes clear that the experience of anxiety is vastly outweighed by the experience of enjoyment in ‘in-person’ as well as emergency remote EFL classes. Cohen’s d indicates very large effects in both cases, as $d = .8$ is already considered a large effect according to Cohen (1988: 82), and this effect size was clearly exceeded in the two analysed contexts (see Table 2). The differences in mean scores are illustrated in Figure 7.

3.3.1.3. Relationship between students’ FLE, FLCA and WTC ratings in both contexts

Links between FLE and FLCA in both contexts

In order to determine the relationship between participants’ ratings of enjoyment, anxiety and WTC in both regular face-to-face and remotely taught EFL lessons, Pearson correlations were run and Bonferroni correction ($p < .005$) was applied. A highly significant correlation between enjoyment in the face-to-face classes and enjoyment in the emergency remote lessons was revealed (see Table 3). This means that students with higher enjoyment ratings in the regular ‘in-person’ EFL lessons also showed higher scores on enjoyment in the online environment. The relations were large, leading to strong effects (FLE FTF and FLE online ratings sharing 26.32% of the variance) (Field 2014 [2000]).

Moreover, a highly significant negative correlation between FLE and anxiety in ‘in-person’ classes was found (see Table 3). Thus, students with higher enjoyment of regular face-to-face English lessons tended to experience lower levels of anxiety during these classes. The relations were moderate, leading to medium effects (FLE FTF and FLCA FTF ratings sharing 9.6% of the variance) (Field 2014 [2000]). A similar pattern is visible regarding the relationship between FLE ratings in online classes and FLCA ratings in ERT settings, where highly significant negative correlations were identified (see Table 3). In this case, the relations were close to moderate, and therefore led to small effects (FLE FTF and FLCA online ratings sharing 8.41% of the variance) (Field 2014 [2000]). Thus, it can be concluded that participants who

experienced higher enjoyment during their regular ‘in-person’ EFL classes experienced less anxiety during both face-to-face and remotely taught lessons.

Table 3. Correlations between FLE, FLCA, WTC, English grades and self-perceived proficiency

		Correlations						
Variable		1	2	3	4	5	6	7
FLE FTF	Pearson <i>r</i>	-	.513**	-.311**	-.290**	.267**	.202**	.159**
	<i>p</i>	-	.000	.000	.000	.000	.000	.001
FLE online	Pearson <i>r</i>	.513**	-	-.056	-.138**	.119*	-.030	.027
	<i>p</i>	.000	-	.253	.004	.014	.534	.583
FLCA FTF	Pearson <i>r</i>	-.311**	-.056	-	.787**	-.443**	-.321**	-.454**
	<i>p</i>	.000	.253	-	.000	.000	.000	.000
FLCA online	Pearson <i>r</i>	-.290**	-.138**	.787**	-	-.381**	-.323**	-.391**
	<i>p</i>	.000	.004	.000	-	.000	.000	.000
WTC	Pearson <i>r</i>	.267**	.119*	-.443**	-.381**	-	.385**	.552**
	<i>p</i>	.000	.014	.000	.000	-	.000	.000
English grades (reverse-coded)	Pearson <i>r</i>	.202**	-.030	-.321**	-.323**	.385**	-	.546**
	<i>p</i>	.000	.534	.000	.000	.000	-	.000
Self-perceived proficiency	Pearson <i>r</i>	.159**	.027	-.454**	-.391**	.552**	.546**	-
	<i>p</i>	.001	.583	.000	.000	.000	.000	-

Note: ** indicates statistical significance at $p < .001$.

FLE = foreign language enjoyment; FTF = face-to-face; FLCA = foreign language anxiety; WTC = willingness to communicate.

In comparison to that, FLE ratings of emergency remote EFL lessons showed a different pattern: While they were unrelated to FLCA in face-to-face English classes, a highly significant weak negative correlation was identified between students’ ratings of enjoyment and anxiety in online classes (FLE online and FLCA online sharing 1.90% of the variance) (see Table 3). Hence, students who reported high FLE in Covid-19 classes experienced slightly less FLCA during these online lessons than others.

In addition, Table 3 reveals that FLCA during pre-Covid-19 classes was highly significantly positively linked to anxiety ratings in remotely taught EFL classes during the crisis. The correlation between students' FLCA ratings in both contexts was strong, with anxiety ratings sharing 61.94% of the variance (Cohen 1988: 82). For this reason, it can be assumed that participants who experienced severe FLCA in the regular English lessons also experienced severe FLCA in the online classroom.

Links between FLE, FLCA and WTC

As far as the relationship between students' FLE in pre-Covid-19 EFL classes and overall WTC is concerned, a highly significant positive correlation was revealed (see Table 3). The relations were close to moderate, leading to medium effects. This finding suggests that students with higher enjoyment of their face-to-face English lessons showed more WTC (FLE FTF and overall WTC sharing 7.13% of the variance) (Field 2014 [2000]).

Learners' FLE during emergency remote EFL lessons and their overall WTC showed a significant weak positive correlation (see Table 3), leading to small effects (FLE online and overall WTC sharing only 1.42% of the variance) (Field 2014 [2000]). Thus, it is suggested that students scoring higher on enjoyment in online classes were also more willing to communicate.

Moreover, Table 3 shows a highly significant negative correlation between WTC and FLCA in both regular 'in-person' and emergency remote settings. The correlation between students' FLCA FTF and overall WTC was medium (19.62% of shared variance), leading to moderate effects (Field 2014 [2000]). Similarly, the correlation between participants' FLCA online and overall WTC was medium (14.52% of shared variance), leading to moderate effects, too. This means that students who felt anxious in face-to-face and/ or online EFL lessons were generally less willing to communicate. In turn, the findings also indicate that those who are more willing to communicate tend to experience more enjoyment during their foreign language classes.

3.3.1.4. Relationship between FLE, FLCA, WTC, grades and self-perceived proficiency in both contexts

Links to grades

Additionally, a series of Pearson correlations were also run in order to analyse possible connections between students' grades and their self-perceived proficiency in both contexts. As mentioned previously, the Austrian grading system consists of five grades; the higher the number, the worse the grade. The correlations with a Bonferroni correction ($p \leq .005$) (see Table 3) indicate highly significant positive correlations between learners' grades and their enjoyment

scores of regular classes. Hence, learners who had better grades also experienced more enjoyment in face-to-face EFL lessons (English grades and FLE FTF ratings sharing 4.04% of the variance (Cohen 1988: 82). Interestingly, there seems to be no relationship between students' grades and their FLE during remotely taught English lessons (see Table 3).

On the other hand, highly significant negative correlations between learners' FLCA and their grades were revealed in both contexts (see Table 3): Participants who had better grades experienced less anxiety during regular 'in-person' EFL lessons, with FLCA FTF and English grades sharing 10.3% of the variance. Likewise, the upper secondary students also scored lower on anxiety ratings in remotely taught English classes, with FLCA online and English grades sharing 10.4% of the variance. Therefore, the links between English grades and FLCA are moderate, which is reflected in medium effects (Field 2014 [2000]).

As regards the relationship between English grades and learners' WTC, Table 3 reveals a highly significant positive correlation. English grades and overall WTC shared 14.8% of the variance. Thus, the findings indicate that participants who had better grades were also more willing to communicate. The results also demonstrate that links between grades and WTC generally seem to be moderate, leading to medium effects (Field 2014 [2000]).

Links to self-perceived proficiency

In addition to the relationship between FLE, FLCA, WTC and grades, the relationship between all of these variables and students' self-perceived proficiency in the English language was also identified. The learners' individual ratings of their personal English proficiency and FLE in face-to-face lessons showed a highly significant positive correlation (2.5% of shared variance), as can be seen in Table 3. Thus, participants who viewed themselves as proficient users of the English language also experienced more enjoyment in regular pre-Covid-19 English classes. The relation between self-perceived proficiency and FLE FTF was weak, leading to small effects (Field 2014 [2000]). Interestingly, there seems to be no relation between learners' self-perceived proficiency and their enjoyment of emergency remote English classes (see Table 3).

Participants' scores on anxiety ratings in both contexts showed a different pattern, as a highly significant negative link to their self-perceived proficiency was shown (see Table 3). Students who described themselves as proficient English language users therefore had lower scores on anxiety ratings in both regular 'in-person' and remotely taught EFL lessons. Self-perceived proficiency and FLCA FTF shared 20.6% of the variance while self-perceived proficiency and FLCA online shared 15.3% of the variance. Thus, the relation between self-perceived

proficiency and FLCA was moderate in both contexts and therefore showed a medium effect (Field 2014 [2000]).

Moreover, a highly significant strong correlation was identified between learners' self-perceived proficiency and their WTC, as can be seen in Table 3. Hence, the participants who reported to have acquired great proficiency were also more willing to communicate in comparison to their peers who felt less skilled. Self-perceived proficiency and WTC shared 30.5% of the variance; thus, leading to large effects (Field 2014 [2000]).

Relationship between grades and self-perceived proficiency

Generally, self-perceived proficiency and actual grades are highly significantly linked. As presented in Table 3, the correlations demonstrate a strong positive relation between the students' self-assessment of their expertise and their last English mark in the school report. They showed a large effect, sharing 29.8% of the variance (Field 2014 [2000]). This suggests that learners who reported having developed high degrees of proficiency in English also were the ones who recently received good grades.

3.3.2. Qualitative data

3.3.2.1. Perceived main differences between both contexts from students' perspectives

The last section of the questionnaire consisted of four open-ended questions, the first of which dealt with the participants' thoughts on differences between remotely taught English lessons and regular face-to-face classes. The answers to this question mirror the prevailing trend that was revealed in the quantitative part of the questionnaire (see Figure 7): The students generally did not enjoy their online English lessons as much as their pre-Covid-19 'in-person' classes. The majority of answers ($n = 181$; 46.9%) described negative aspects of emergency remote classes while only one quarter ($n = 63$; 16.3%) of the responses contained positive opinions about the online lessons. The remaining participants did not perceive any major differences between the two modes of teaching ($n = 142$; 36.8%)

The main difference between the two modes of teaching that was by far mentioned most often ($n = 72$; 18.7%) concerned assignments which the learners had to complete on their own. Generally, it seems as if the participants received more homework during the distance learning phase as compared to regular English classes. However, opinions about these assignments differed greatly. Out of those students who mentioned the amount of homework tasks they had to do, almost half of the group ($n = 33$; 45.8%) pointed out that the quantity of tasks they had

to complete was enormous and some even reported that their online experience in the subject English mainly consisted of homework assignments. For instance, participant no. 76 stated: “Im online Unterricht machen wir eigentlich nur Aufgaben und sonst nichts, wobei wir im normalen alles Mögliche machen [During the online lessons we actually only have to complete assignments, whereas we do many different things during the regular classes]” and participant no. 106 even claimed that there were no online EFL classes altogether: “Wir haben eigentlich keinen Unterricht mehr, sondern nur die Aufgaben [We actually no longer have lessons, but only receive homework]”. One problem that was identified by participant no. 23 is that not all teachers gave feedback on their students’ exercises, although the online EFL courses often relied heavily on homework: “Auch die Aufgaben die wir gestellt bekommen sind umfangreicher. Allerdings bekommen wir beinahe nichts davon zurück [The tasks we get are also more demanding. However, we barely get anything back]”.

Alongside the increased workload and a lack of feedback, participants also reported that they had to work much more independently as a consequence of online classes. Many students mentioned what participant no. 18 summarised the following way: “Wir bekommen einen viel größeren Umfang an Arbeitsaufträgen und müssen uns viel mehr durch z.B. Recherche auf den Unterricht vorbereiten [There’s a much greater extent of work and we need to prepare much more for classes, e.g. via research]”. In this context, numerous learners emphasised that even though or perhaps because the workload was much higher during the online phase, the actual online lessons were sharply reduced. Participant no. 64, for example, highlighted that “die regulären Stunden waren länger, dafür nicht so intensiv [the regular lessons were longer, but not as intensive]”. Others, on the other hand, simply stated that they had to complete more tasks while the school was closed but did not mention if they considered this change as unpleasant or welcome.

A very small group of students who mentioned assignments apparently acquired a positive attitude towards the increasing number of homework tasks in the remotely taught EFL classes ($n = 4$; 5.6%). Participant no. 66, for example, highlighted that they were provided with “Aufgaben, die unsere Englischkenntnisse erweitern [tasks that broaden our English skills]”. A different learner, participant no. 77, appreciated the shift towards more homework and less online presence: “Der online Unterricht benötigt sehr viel Selbstständigkeit, da man die Aufgaben und Besprechungen selber einteilen muss, das finde ich gut [The online lessons require lots of autonomy, because tasks and meetings need to be arranged independently, I like that]”.

More than half of the participants who mentioned the number of assignments as an essential difference between emergency remote and regular English classes ($n = 37$; 51.4%) did not indicate whether they approved of this development or not. For instance, participant no. 199 pointed out that because of the additional workload, the actual online lessons were much shorter than regular ones or were not even offered at all: “Es wird weniger an Aufgaben während des Unterrichts erledigt, dafür gibt es mehr Hausaufgaben [Fewer tasks are completed during the lesson, but, conversely, there are more assignments in total]”. Hence, they were aware of the extra time they had to invest into the completion of homework tasks, but felt indifferent about that additional expenditure of time.

Apart from the increasing number of tasks the students had to complete at home during the ERT and learning period, they also often mentioned the change of their physical environment as a main difference between regular and online English classes. One learner, participant no. 8, summarised this matter the following way: “Online Unterricht: keine Freunde, keine Motivation, keine Kontaktpersonen zum Reden! [Online classes: no friends, no motivation, no contact persons to talk to!]”. Some students did not claim to have no one to communicate with, but still emphasised the changed environment, as they were only able to contact teachers and peers by using technological gadgets; for instance, participant no. 185 pointed out that a main difference between the two contexts is “dass man den Lehrer nur über einen Bildschirm sieht [that you can only see the teacher via a screen]”. This was identified as a major issue by another student, participant no. 225, too:

Man hat das Gefühl, es wird einem weniger vermittelt, weil man nicht den direkten Kontakt zur Lehrperson hat und somit allein durchs Hören lernt. Für viele erweist sich dies als äußerst schwierig, da die meisten durch intensives Zuhören mit geeigneter Darstellung an einer Tafel lernen [You get the feeling that less is being taught, as there is no direct contact to the teacher and you can only learn by listening. For many, this proves to be difficult, as most learn through careful listening and appropriate forms of presentation on the blackboard].

The wish for a physical school environment instead of remote online settings was also shared by many others, such as participant no. 3, who outspokenly advocated regular ‘in-person’ classes: “Ich mag es mehr, der Person die mir was beibringt von Angesicht zu Angesicht zu sein [I prefer seeing the person who teaches me face-to-face]”. However, the students did not only miss seeing their teachers in reality, but they also would have wanted to meet their peers in the classroom; to put it in participant no. 100’s words: “Der persönliche Kontakt fehlt [the personal contact is missing]”.

Working from home was most likely a new experience for the majority of students and meant that they had to look after themselves all of a sudden. This change was not favoured by participant 78, who reported that he would have preferred being with his friends throughout this difficult period of time: “Andererseits bin ich auch zuhause, statt im Internat, wo ich mit meinen Mitschülern lernen kann [On the other hand, I’m at home and not at boarding school, where I could study with my peers]”. Similarly, another student, participant 118, emphasised: “Es ist irgendwie langweiliger wenn man nicht in der Klasse bei seinen Freunden sitzt [Somehow, it’s more boring if you can’t sit in class with your friends]”.

In a similar manner, students frequently have the feeling that “der online Unterricht ist deprimierender [the online classes are more depressing]” (participant no. 92) and many agree that “die Kommunikation ist etwas komplizierter [the communication is a little more complicated]” (participant no. 121). Others also felt that they no longer learnt as much as they used to in regular ‘in-person’ English lessons and that the topics covered during the online phase were generally less interesting. In this regard, participant no. 133 stated: “Ich lerne weniger und kann nicht so viel sagen, die Themen sind nicht so interessant und der normale Unterricht macht mehr Spaß [I learn less and cannot say a lot, the topics are not as interesting and the regular classes were more fun]”.

Content-wise, students often reported that the emergency remote EFL lessons were “viel langweiliger als der reguläre Unterricht [much more boring than the regular classes]” (participant no. 194). Whereas the main source of pre-Covid-19 classes seems to have been the schoolbook, this resource seems to have been recurrently abandoned in the online classes. As participant no. 311 points out:

Anstatt Texte und Übungen im Buch abzuarbeiten wird das Sprechen bei uns durch Memos, welche wir dem Lehrer aufnehmen und schicken müssen, und sogenannte Grouptalks gefördert. Hier wird uns ein Thema zum Informieren aufgegeben, über das wir anschließend sprechen müssen [Instead of working on texts and exercises in the schoolbook, speaking skills are now honed by memos, which we record and send to the teacher, and grouptalks].

However, the impression that emergency remote English lessons were mainly dedicated to the students’ speaking skills was not shared by everyone. Many students mentioned that “im regulären Unterricht machen wir viel mehr Gruppenarbeit und Sprechübungen [during regular classes, there is much more group work and speaking exercises]” (participant no. 208). Participant no. 314 suggested that the physical separation might be blamed for learners’ decreased WTC during online sessions and reported: “es gibt noch weniger Beteiligung vom Großteil der Klasse, es reden hauptsächlich zwei bis drei Leute [most members of the class are

even less involved; mostly, there are only two to three people who speak]”. Participant no. 376 shares this opinion and describes the difference between face-to-face and emergency remote English lessons as follows:

Ich finde, dass im normalen Unterricht die Gespräche zwischen Lehrerin und Schülern besser waren, da man sich gegenübersteht und jeder Schüler sich einbringen muss sobald er angesprochen wird. Im online Unterricht war es oft so, dass einige nicht reagiert haben und es zu einem einseitigen Gespräch bzw. einem Gespräch nur zwischen einem Schüler und Lehrerin kam [In my opinion, conversations between the teacher and students were better during regular classes, as you are facing one another and each student has to participate as soon as they are approached. During online classes, it was frequently the case that some did not react, and this led to a one-sided conversation or a conversation between only one student and the teacher]”.

Even though a great number of responses to this open-ended question about perceived main differences between pre-Covid-19 and emergency remote EFL classes revealed a deterioration from the students’ perspectives, some participants were also in favour of the online phase. They said it was “angenehmer und bequemer [more pleasant and convenient]” (participant no. 47), “kürzer und kompakter gestaltet [designed in a shorter and more compact way]” (participant no. 21), and “leichter [easier]” (participant no. 339).

Furthermore, the freedom to do different things at home while attending online classes was also frequently mentioned as a major advantage of emergency remote lessons. For instance, participant no. 345 stated: “Ich kann alles am Computer schreiben und habe mehr Zeit, außerdem kann ich währenddessen Musik hören [I can type everything on my computer and have more time; additionally, I can listen to music at the same time]”. Some learners also revealed that they enjoyed the remotely taught lessons, as they allowed them to chat with their friends online while simultaneously attending classes. Participant no. 41, for example, said: “Man kann sich im Discord mit seinen Kollegen unterhalten [You can communicate with your colleagues via Discord, i.e. an instant messaging application]”. On the other hand, a different learner, participant no. 26, pointed out that the physical separation of peers also had the following advantage: “Es gibt weniger Ablenkung vom ganzen Klassenraum [There’s less distraction by the class]”.

Another positive aspect about emergency remote EFL classes that was frequently mentioned by the learners is that they were more willing to communicate in comparison to regular ‘in-person’ lessons. One of the reasons for this shift in behaviour was mentioned by participant no. 17, who explained that social distancing helped in this regard: “Ich traue mich mehr zu sprechen, da mich keiner anschauen kann [I have the courage to talk more, because nobody can

look at me]”. Similarly, participant no. 383 said: “Im online Englischunterricht traut man sich mehr zu sprechen, da dort nicht die ganze Klasse zuhört, sondern nur in kleinen Gruppen ist [sic] [During online classes it is easier to have the courage to talk, because it is not the whole class that listens, but only a small group]”. However, it is questionable if small groups were the norm.

3.3.2.2. *Enjoyable and unpleasant episodes of ‘in-person’ and ERT EFL classes*

Enjoyable and unpleasant situations in regular ‘in-person’ EFL classes

As far as pre-Covid-19 EFL classes are concerned, some learners ($n = 16$; 4.5%) mentioned that those were “abwechslungsreich [diverse]” (participant no. 116), especially because of a variety of methods that were employed by the English teachers. In this context, one student, participant no. 69, said: “Besonders gut gefiel mir, dass wir immer andere Arten des Lernens verwendet haben [I particularly liked that we always used different forms of learning]”.

What the students liked about ‘in-person’ English classes, too, was that they could immediately ask for clarification during the lesson: “Man bekommt sofort eine Antwort auf die Fragen, die man hat [You immediately get an answer to the questions you have]” (participant no. 213). As participant no. 193 put it: “Man kann leichter Fragen stellen [It’s easier to pose questions]”. Participant no. 138 pointed out that it was not always one of the learners who took the chance to ask in case of doubt, but sometimes it was also the teacher who wanted to ensure that everything was clear, and this was appreciated by the student: “Mir gefiel vor allem, dass die Frau Professor uns immer wieder gefragt hat, ob wir es verstanden haben [I particularly liked that the teacher repeatedly asked us if we understood it]”. Besides, the learners also enjoyed face-to-face lessons, because they were able to actually see their teachers and classmates. Participant no. 201 summarised what he liked about regular pre-Covid-19 classes as follows: “Gut: direkte Kommunikation mit Lehrer und Schüler + Gestik (z.B. bei Diskussionen) [Good: direct communication with teacher and student + gesticulation (e.g. during discussions)]”.

Generally, it seems as if the participants especially enjoyed being in one room together with their peers during regular English lessons. Many students mentioned “man sieht seine Klassenkollegen jeden Tag [you can see your classmates every day]” (participant no. 178) as one aspect they particularly liked about face-to-face classes. In this regard, they also often agreed that, in retrospect, “die Kommunikation mit anderen Menschen [the communication with other people]” (participant no. 185) and “das Sprechen mit Mitschülern [talking to classmates]” (participant no. 186) were enjoyable episodes of face-to-face lessons. The upper

secondary students also specifically mentioned that “gemeinsames Lernen [learning together]” (participant no. 56) was enjoyable for them before schools were closed due to the spread of the corona virus.

In addition to that, some learners reported that in comparison to remotely taught lessons, they enjoyed “die gelassene Atmosphäre [the relaxed atmosphere]” (participant no. 171), “gute Stimmung im Klassenraum [good atmosphere in the classroom]” (participant no. 117), “die lockere Atmosphäre im Unterricht [the easy-going atmosphere during lessons]” (participant no. 128) and one student even reported that “die Stimmung im regulären Unterricht ist ‘wärmer’ [the atmosphere in regular classes is warmer]” (participant no. 16). The atmosphere during pre-Covid-19 English classes was overall described with positively connotated words. Frequently, it was mentioned in connection with the words “lustig [funny]” (participant no. 59), “lachen [laughing]” (participant no. 79), “scherzen [joking]” (participant no. 122), “viel Spaß [lots of fun]” (participant no. 181), “Schmäh [humour]” (participant no. 284), or “gute Laune [good mood]” (participant no. 293).

Moreover, the enjoyable episodes that were reported by the participants also often included the teachers. They were recurrently described as being “motiviert [motivated]” (participant no. 66) and many learners agreed that their educators’ enthusiasm was infectious. For instance, participant no. 92 stated that “die Motivation die die Lehrerin in die Klasse gebracht hat [the motivation which the teacher brought into the classroom]” was particularly enjoyable during face-to-face English lessons. Apart from that, teachers seemed to be “sehr nett [very nice]” (participant no. 108) and “sehr gut [very good]” (participant no. 113) according to the students. Similarly, others stated that they particularly enjoyed “dass die Lehrperson immer lacht und positive Vibes in die Klasse bringt [that the teacher always laughs and brings positive vibes to the classroom]” (participant no. 412), and “dass unsere Lehrerin sehr viel Englisch mit uns gesprochen hat [that our teacher frequently spoke English with us]” (participant no. 389). Furthermore, the English teachers’ efforts were acknowledged by some, such as participant no. 391, who found it particularly enjoyable that “die Professorin gab sich Mühe [the teacher made an effort]” during ‘in-person’ lessons.

When asked about unpleasant episodes during regular face-to-face EFL classes, fewer people ($n = 55$; 15.6%) wanted to share their thoughts. However, those who nevertheless decided to answer this question often reported the same incidents. The learners identified two central problems that occurred in pre-Covid-19 English lessons, one of which was concerned with the choice of topics, and the other with the students’ state of knowledge.

Interestingly, numerous learners criticised that there was no focus on vocabulary and grammar in their regular English lessons. For example, participant no. 17 stated: “Ich fand es nicht gut, dass wir keine Grammatik mehr durchmachen [I didn’t like it that we no longer discussed any grammar]”. Another student, participant no. 79, said: “Schlecht finde ich, dass wir nicht viele Vokabel Tests haben [I do not like it that we do not have any vocabulary tests]”. Participant no. 276 agreed and added: “Es werden keine Vokabeln überprüft, deswegen fehlt mir selbst der Wortschatz, um gut Englisch zu sprechen. Selbst Vokabeln zu lernen, dazu finde ich keine Motivation [Since vocabulary is not tested, I do not have the treasury of words I would need in order to speak English well. I do not find the motivation to study vocabulary by myself]”. In a similar manner, student no. 310 revealed “Das Lernen von Vokabular wird schwer vernachlässigt. Deshalb leidet oft der Redefluss und die Qualität [Studying vocabulary is entirely neglected. As a consequence, both fluency and quality suffer]”.

Content-wise, the participants furthermore often criticised that what was discussed in regular face-to-face English lessons was simply boring. For instance, participant no. 357 said: “Mir war allgemein langweilig im normalen Unterricht, da ich nicht fühlte, dass ich was dazu lernen würde. Englisch war für mich schon immer einfach [I was generally bored during regular lessons, as I did not feel like I learned something new. English has always been easy for me]”.

Interestingly, participants often reported that unpleasant feelings about regular English lessons were triggered by the behaviour of their peers and their teachers. One learner described it as follows:

Wenn Leute eine komplett falsche Aussprache oder Grammatik hatten (also wirklich SCHLIMM), wurden sie nie verbessert. Ich weiß nicht, ob das gut ist, weil sie sich wenigstens getraut haben, zu sprechen, oder ob es schlecht ist, weil sie sich dann mit SIEBZEHN JAHREN NOCH IMMER NICHT MERKEN, DASS BEI HE, SHE, IT DAS S MITKOMMT [When people pronounced things completely wrong or made really severe grammar mistakes, they were never corrected. I do not know if that is good, because at least they dared to talk, or if that is bad, because, at age 17, they still cannot remember that he, she and it require an -s].

Thus, answers to this open-ended question revealed that classmates’ levels of knowledge made the learners’ experience in regular English classes unpleasant, such as the episode that participant no. 17 described: “Es gibt zwei Schülerinnen in meiner Gruppe, die sehr gut Englisch sprechen und an ihnen wird das Niveau der Gruppe gemessen [There are two students in my group who can speak English very well and the whole group is expected to be on the same level as these two]”. Participant no. 76 criticized “dass alle, egal ob gut oder schlecht, in einer Klasse sind – dies mindert den Lernfortschritt [that everyone, no matter if good or bad, is in one and the same class – this impedes the learning progress]”, and, likewise, participant no.

270 argued: “Da wir Schüler noch immer auf sehr unterschiedlichen Englischniveaus sind, lernt man nicht so viel dazu [Since we, as students, are still on different language levels as far as proficiency in English is concerned, making progress is difficult]”.

Other episodes that caused the students to feel at unease while attending ‘in-person’ English classes were when they felt under pressure. The learners explained they had the feeling that they were “immer so beobachtet und sehr nervös [always observed and very nervous]” (participant no. 275) and criticized “dass immer welche stören können [that some can always be disruptive]” (participant no. 68) during regular face-to-face English classes.

Enjoyable and unpleasant situations in emergency remote EFL classes

As far as enjoyable and unpleasant situations in emergency remote EFL classes are concerned, students’ answers were slightly ambiguous. While some argued that their English teachers assigned too many homework tasks ($n = 28$; 7.9%), others praised the variety of assignments during the distance learning phase ($n = 22$; 6.2%). It seems as if there were two opposing groups, one of which argued: “Besonders gut gefällt mir, dass der Lehrer/die Lehrerin immer noch auf dieselbe Weise unterrichtet, wie sonst auch immer und jetzt nicht komplett neue und unbekannte Sachen einbringt [I particularly enjoy that the teacher still teaches like they used to, and does not come up with completely new and unfamiliar things]” (participant no. 217), and the other group highlighted “dass sich die Lehrperson immer wieder neue kreative Hausübungen einfallen lässt [that the teacher always comes up with new creative homework tasks]” (participant no. 58).

However, the students generally reported that they enjoyed being independent and working on their own with flexible time management. Many ($n = 47$; 13.3%) agreed with participant no. 56’s opinion on asynchronous education: “Selbständiges Lernen empfinde ich als positiv [I think that autonomous learning is a good thing]”. Participant no. 101 added a considerable advantage of autonomous learning: “Mir gefällt, dass man mehr alleine machen kann und nicht auf die Klasse warten muss, so kann man die Aufgaben schneller erledigen [I like that I can do more on my own and do not have to wait for my classmates; this way, I can accomplish my tasks faster]”. Furthermore, as participant no. 120 mentioned, studying independently has one more potential benefit: “Man kann seine Arbeitsaufträge zu seiner stärksten Lernzeit machen und dann auch abgeben [You can complete your assignments when you are most capable of doing so and then submit them at this time, too]”.

Regarding synchronous English lessons during the distance learning phase, students reported that these were usually much shorter than regular ‘in-person’ classes which are fifty minutes

long. According to the answers to this open-ended question towards the end of the questionnaire, the synchronous parts of ERT were frequently used to call the whole class or smaller groups of people. Learners agreed that there were “Schwierigkeiten, die mit Technik verbunden sind [difficulties connected to technical issues]” (participant no. 219) and criticised that “die Bildqualität ist nicht perfekt [the resolution is not perfect]” (participant no. 269). Furthermore, it was mentioned that features which were initially believed to be highly useful sometimes turned out to be a blessing in disguise. For instance, it was not only possible to mute oneself during conference calls in order to avoid undesired background noises, but it was also often the case that one student intentionally or unintentionally muted another student. Participant no. 342 addresses this behavioural problem as follows: “Jedoch ist es nervig, wenn man während einer Konferenz die ganze Zeit gekickt/gemutet oder als einziger mit einer anderen Person reden muss, da die anderen nur Blödsinn machen [However, it is annoying if you always get kicked out/muted or if you are the only one who has to talk to another person, because all the others only get up to nonsense]”.

Indeed, a number of students revealed that they enjoyed online classes because the remote mode allowed them to talk to their peers without anyone else noticing. For instance, participant no. 34 mentioned: “Man ist mit seinen Kollegen am Discord und kann hinter dem Rücken der Lehrer reden [You are using discord together with your classmates and can talk behind your teacher’s back]” and, likewise, participant no. 37 said it was a benefit of online classes that “man kann mit seinen kollegen nebenbei über Skype über Antworten knobeln [in the meantime, you can discuss possible answers via Skype with your classmates]”.

Besides, and more generally, some participants said they particularly enjoyed online classes in comparison to regular ones, because they were able to do many things differently in the comfort of their home. For example, they disclosed: “Es gefällt mir, dass man auch ohne T-Shirt am Unterricht teilnehmen kann [I like being able to attend a class without having to wear a t-shirt]” (participant no. 84) and enjoyed that they “kann während dem Unterricht [sic] etwas naschen [can nibble during lessons]” (participant no. 169).

Nevertheless, the remotely taught English lessons posed seemingly enormous obstacles to some learners, especially impacting their eagerness to talk. Many students, such as participant no. 23, reported that the physical separation was not comfortable for everyone: “Die Schüler die sich nur zaghaft melden, werden von den anderen unterdrückt [The students who barely come forward, are oppressed by the others]”. Furthermore, they agreed that it is “nicht so toll, den Mitschülern während des Redens nicht ins Gesicht schauen zu können, um ihre Emotionen

wahrnehmen zu können [not that awesome to not be able to look into your classmates' faces while talking to them in order to experience their emotions]" (participant no. 304).

On the other hand, there were also students who said they enjoyed emergency remote classes, because "es ist nicht peinlich, wenn man etwas Falsches sagt, weil die anderen sehen einen eh nicht und generell du traust dich [sic] ein bisschen mehr wenn du keinen siehst von den anderen [it is not embarrassing when you say something wrong, because the others cannot see you anyways and, generally, you have the courage to do a little more when you cannot see the others]" (participant no. 223). Thus, there was no prevailing trend towards online lessons being more enjoyable than anxiety-provoking or vice versa.

3.3.2.3. Other emotions experienced by students in emergency remote lessons

At the end of the survey, participants were asked to report which other emotions, apart from enjoyment and anxiety, they felt during the distance learning phase in comparison to pre-Covid-19 English lessons. The experience of positive emotions and feelings was outweighed by the experience of negative ones (see Table 4 for the six most frequently mentioned emotions and feelings for the emergency remote learning phase).

Table 4. Top six feelings and emotions experienced during the emergency remote phase

Emotions/emotion-laden words mentioned in connection with emergency remote phase	Frequency
Boredom	36
Stress	24
Demotivation	22
Disinterest	9
Nervousness	9
Relaxation	8

Note: Bold-print indicates positive feeling.

For instance, boredom was mentioned more than four times as often as relaxation, which is the only positive feeling in the top six ranking of emotions and feelings which were reported by the students (see Table 4). Although numerous participants observed that they felt bored during the remotely taught lessons, none of them were able to describe what exactly made them feel this

way. The same holds true for the nervousness that was felt by some students (see Table 4): Despite being able to identify this feeling, they did not specify what the source of it was. Apart from that, the learners perceived the distance learning phase as stressful. This feeling was commonly linked to the amount of tasks assigned by the teachers or the unstructured nature of the online courses. To put it in participant no. 122's words: "Online finde ich es sehr unübersichtlich und stressig, man verliert leicht den Überblick [I find the online course very confusing and stressful, it is easy to lose track]". Another negative feeling, namely a lack of motivation, was explained by participant no. 152, who said it was harder to motivate oneself during the online lessons "da man nicht kontrolliert werden kann [as you cannot be controlled]". Possibly, this also led to some students losing interest in the subject altogether; for instance, participant no. 207 acknowledged: "Ob das aber an der Unterrichtsform und nicht an mir liegt, ist eine andere Frage [Whether that is caused by the mode of teaching or by myself is a separate question]". Apart from that, they also felt "einsam, wenn man alleine vor dem Computer sitzt, auch während einer Besprechung [lonely, if you sit in front of your computer on your own, even during a meeting]" (participant no. 66) and reported that, sometimes, they did not feel anything at all, because "man sitzt am PC und tippt das Ganze emotionslos runter [you work at your computer and type it all without any emotions]" (participant no. 76).

However, some also reported they felt much more relaxed and motivated during the distance learning phase in comparison with their regular English classes, such as participant no. 113, who said: "Ich bin im online Unterricht viel motivierter, da ich in meiner vertrauten Umgebung (zu Hause) mich wohler fühle [sic] und auch besser lernen kann [Due to familiar surroundings (i.e. at home), I feel much more motivated during online classes and can also learn better]".

4. Discussion

4.1. Enjoyment and anxiety ratings across and within both contexts (RQ1 + 2)

The first two research questions focused on differences of enjoyment and anxiety ratings across and within both contexts. Regarding positive and negative classroom emotions, learners reported lower levels of FLE and FLCA in remotely taught lessons as compared to 'in-person' settings. This pattern is also closely reflected on every dimension of FLE, as the social and personal dimensions dropped in emergency remote English classes. Social enjoyment was the subscale that changed the most, which can most likely be linked to the social distancing that became obligatory while schools were closed (WHO 2020b). Due to this measure, students

were no longer able to physically meet their peers and teachers, which was often described as an unpleasurable side-effect of emergency remote classes (e.g., participant no. 80). As far as participants' personal enjoyment of English classes is concerned, they often reported feeling disinterested. The latter feeling was commonly linked to a state of boredom, which gives reason to assume that boredom and enjoyment might be linked. In this context, they revealed that synchronous sessions occurred only rarely, which could possibly have had an impact on their personal enjoyment of emergency remote classes. Mirroring recent findings by Resnik and Dewaele (2020b), who investigated differences between learners' FLE in ERT and 'in-person' classes at tertiary level, the present study also showed that the FLE subscale, which remained the most stable, was teacher appreciation. While in Resnik and Dewaele's study students' appreciation of their teachers was slightly and significantly lower in ERT settings, no significant difference was shown in the present study. Even though participants often felt that they were given too many assignments (e.g., participant no. 90), they nevertheless sympathised with their teachers and the methods they employed during this unprecedented time.

However, learners did not only experience significantly lower levels of enjoyment overall in remotely taught English lessons, but they also felt significantly less anxious in those settings. Despite this being a seemingly positive development, as strong negative emotions frequently cause learning difficulties (MacIntyre & Gregersen 2012: 198), Resnik and Dewaele (2020b) argue that "in this specific case, the perceived anonymity of online classes, little interaction and students feeling like they can hide easily [...] might lead to a drop in foreign language classroom anxiety". In fact, some students felt free of emotion in remotely taught English lessons (e.g., participant no. 109), which makes it seem as if online classes dulled learners' feelings, as Resnik and Dewaele (2020b) point out. The researchers suggest a possible reason for this development, which was also commonly mentioned by participants of this study: The physical separation of learners and teachers might lead to "less emotional resonance" (Resnik & Dewaele 2020b) or, as participant no. 304 put it, it is fairly difficult to empathise with someone whose face you cannot see.

4.2. Relationship between enjoyment and anxiety ratings across and within both contexts (RQ3 + 4)

The third and fourth research questions investigated how strongly FLCA and FLE are linked within and across regular and emergency remote EFL lessons. Generally, anxiety was outweighed by enjoyment in both contexts. Negative links emerged between FLE and FLCA in

all contexts, which has also been indicated in previous studies (see, e.g., Resnik and Dewaele 2020a, 2020b; Dewaele & MacIntyre 2014). It is because of this negative correlation that students with high FLE might experience lower levels of FLCA, but it is also possible for them to experience high enjoyment while simultaneously experiencing high anxiety, or none altogether (Dewaele et al. 2016: 46).

Overall, a positive relationship between FLE and a negative link between FLCA was identified across both contexts. Research that was conducted most recently by Resnik and Dewaele (2020b) shows the same pattern. Since previous studies also emphasised the importance of enjoyment in connection with learners' achievements in the language classroom (Dewaele & Alfawzan 2018: 39), it is advisable to focus on the enhancement of pupils' enjoyment in the foreign language classroom rather than concentrating too much on the suppression of their anxious feelings. Teachers need to be made aware of the fact that unlike a seesaw, where one side goes up whenever the other one goes down, FLE is not automatically boosted simply because anxiety is combatted (Dewaele 2019: 10). Thus, as Dewaele et al. (2016: 57) recognise: "[T]eachers who put the prime focus on creating enjoyment experiences for learners in learning situations where something is at stake (e.g., course grades, public performance, and learner self-esteem) likely have to accept that some anxiety might come along for the ride".

4.3. Relationship between WTC, FLE and FLCA in both contexts (RQ5)

In order to shed light on the fifth research question, links between students' WTC and their foreign language classroom enjoyment as well as anxiety in both contexts were investigated. Irrespective of the 'in-person' or emergency remote setting, participants who scored higher on FLE were also more willing to communicate and participants who reported higher levels of FLCA showed less WTC.

This is in line with what Dewaele (2019: 11) revealed in a recent publication, where the relationship between WTC, FLE and FLCA was investigated, too. Since the latter was identified as the strongest negative predictor of WTC and FLE was found to be a positive predictor of students' WTC, the recommendation to focus on the creation of an enjoyable atmosphere during EFL classes was reinforced in this study.

4.4. Relationship between grades, self-perceived proficiency, WTC, FLE and FLCA in both contexts (RQ6 + RQ6a)

The sixth research question sought to answer in how far grades and self-perceived proficiency were linked to learners' WTC, FLE and FLCA in both regular face-to-face settings and emergency remote English classes. Grades were positively linked to FLE in 'in-person' lessons; however, no such connection was found between grades and pupils' enjoyment in the virtual classroom. A possible justification as to why good grades became detached from learners' high levels of enjoyment in the online environment might be that grades perhaps generally faded into the background due to the exceptional circumstances. Indeed, thousands of students' wellbeing was severely affected by the appalling conditions that prevailed in spring 2020 (Schober, Lüftenegger & Spiel 2020a: 2) which might serve as an explanation for the differing findings regarding grades' relationship with FLE in both contexts.

As regards the relationship of grades and FLCA, negative correlations were revealed in both contexts. Thus, students' anxiety in regular face-to-face and emergency remote English classes was reflected in their poor grades. According to MacIntyre and Gregersen (2012: 103), "one of the most consistent findings in the SLA literature is that higher levels of language anxiety are associated with lower levels of language achievement".

Learners' WTC, on the other hand, was shown to correlate positively with participants' English grades. Considering that WTC and FLE were positively linked in both contexts, too, it is hardly surprising that grades, which were also shown to be linked to FLE in regular settings, correlate with learners' eagerness to talk. It can therefore be concluded that English learners' grades have a considerable impact on their FLE in 'in-person' classes, their overall FLCA as well as their WTC. Thus, grades seem to play a vital role when it comes to the creation of a pleasant, enjoyable classroom atmosphere during regular EFL lessons taught face-to-face. This finding mirrors previous research of the relation between affective variables and perceived as well as actual achievement in the foreign language classroom (see, e.g., Jin & Zhang 2018; Li 2019) that confirmed positive correlations between enjoyment ratings and achievement, too.

Learners' self-perceived proficiency showed a comparable pattern in the present study: While it was positively linked to participants' overall FLE in face-to-face classes, no relationship was found between self-perceived proficiency and enjoyment in emergency remote lessons. Similar to the results related to pupils' grades, self-perceived proficiency and FLCA also correlated strongly negatively in both contexts. This is concurrent with a recent study conducted by Li,

Dewaele and Jiang (2019: 503) which revealed that affective variables are a significant predictor of foreign language learners' self-perceived proficiency – at least in EFL classes taught on-site.

In addition to the role of grades and self-perceived proficiency in connection with learners' emotions and WTC, a sub-question was concerned with the link between grades and students' self-perceived proficiency. The way the participants subjectively rated their own expertise in English was a good indicator of the actual grades they had received by their teachers most recently. This confirms what MacIntyre et al. (1997: 247) already highlighted more than two decades ago: “[T]hose who are more proficient tended to perceive themselves as more proficient”. For this reason, asking participants how they perceive their language proficiency seems to be a valid instrument in order to indicate their actual expertise. In addition to that, this finding could be interpreted as paving the way for a fake-it-till-you-make-it-mentality, as students' personal ratings of their English skills were positively linked with their actual grades and the better their proficiency, the more enjoyment they felt during regular English lessons. Nevertheless, it is also theoretically possible that the participants were simply good at rating their own competence. In addition to that, it must not be forgotten that grades might have a considerable influence on students' self-perceived proficiency.

4.5. Differences between both contexts (RQ7)

The seventh research question shed light on differences between emergency remote EFL lessons and ‘in-person’ classes as perceived by the students. One major change was that students had to work more independently during the distance learning phase. Since previously conducted research showed that learner autonomy is highly necessary in planned online courses (Daniels & Stupinsky 2012: 225), it is likely that this becomes even more significant in emergency remote learning contexts. Similar observations were made by Resnik and Dewaele (2020b), whose findings demonstrated that there is a connection between university students' perceived learner autonomy and their “emotional experiences in regular ‘in-person’ classes and in ERT settings where more autonomous learners may have been better equipped to cope with rapid educational changes due to the emergency situation”. Assuming that teachers were not prepared to switch to online classes within a matter of hours, this study's participants were assigned many more homework tasks than usually. Asynchronous teaching was the norm; thus, the actual lessons that were held online were much shorter than regular ones. The only time students heard from their teachers, aside from assignments, was when they scheduled a

conference call with the whole class. Some participants reported that their teachers divided the learners in small groups, so that they would be able to talk for longer periods of time.

Apart from the amount of homework tasks and the asynchrony of online lessons, participants also frequently mentioned the physical separation from their peers and their teachers as an adaptation due to the spread of the corona virus. In this context, they often reported that provision of information was easier in pre-Covid-19 lessons, as the teachers used to be readily available in class. This trend seems to have been a quite common one, as a study conducted by Schober, Lüftenegger and Spiel (2020a: 1) shows: When asked about the difficulties they faced during the distance learning phase in spring 2020, Austrian pupils mostly reported that they found it challenging to approach tasks independently. Furthermore, they also indicated that they missed oral instructions by their teachers, as the possibility to remove ambiguities was no longer offered due to the enforced distance learning (Schober, Lüftenegger & Spiel 2020a: 1).

4.6. Particularly enjoyable and unpleasant episodes in both contexts (RQ8)

Participants' reports on particularly enjoyable and unpleasant episodes in regular face-to-face and emergency remote lessons were analysed in order to answer the eighth research question. What the learners revealed about online classes in this part of the questionnaire was often negatively connotated, which reflects the general deterioration of FLE as school education shifted from an 'in-person' mode to virtual classrooms. However, this does not only apply to the secondary sector, but also to the tertiary sector, as a recent study by Resnik and Dewaele (2020b) reveals: "[University] students perceived [emergency remote] classes as less interesting, more monotonous and repetitive", which describes the views of this study's participants quite adequately, too.

The three FLE subscales, i.e. personal enjoyment, social enjoyment and teacher appreciation, were reflected in the students' recapitulations of pre-Covid-19 classes and remotely taught ones. For instance, many participants stated that they thought English classes were fun in either one setting or both contexts. Although they often failed to provide any further details as to why they felt this way, statements like these certainly represent personal enjoyment. The fact that personal enjoyment decreased during the emergency remote phase can perhaps be explained with the students' overall wellbeing that might have been challenged due to the pandemic and its ramifications (see, e.g., Schober, Lüftenegger & Spiel 2020a: 1). Moreover, in hindsight, numerous pupils reported that what they particularly enjoyed about regular face-to-face classes

was that they could spend time with their classmates throughout the day and that the atmosphere was good during regular classes. These representative examples of social FLE were no longer valid once social distancing became effective (see, e.g., WHO 2020b). As regards teacher appreciation, the learners steadily verbalised that they liked how motivated their teachers were, how much effort they made, and how contagious their attitude was in both contexts. Thus, participants' answers to the open-ended question show the same pattern as the quantitative analysis of the questionnaire: While personal and social enjoyment became less as EFL lessons were taught online, teacher appreciation remained steady. Similar results were found by Resnik and Dewaele (2020b), who researched affective variables in the context of ERT in the tertiary sector. What they concluded was that "students seemed to appreciate their teachers' efforts and many of them showed understanding" (Resnik & Dewaele 2020b).

Apart from these subscales, there were also other episodes that the students perceived as particularly enjoyable or unpleasant in face-to-face as well as remotely taught English classes which can be linked to their WTC. As previously mentioned, some classes were divided into small groups in order to ensure that everyone is given a chance to talk. This course of action was entirely endorsed by the students. In this regard, many learners said they were more willing to communicate whereas a few admitted that the online setting generally made them feel uncomfortable which resulted in their refusal to talk. Besides these conference calls, the participants enjoyed a number of things that were not necessarily related to English classes per se, such as being able to join classes from bed while eating at the same time.

In addition to that, the students also reported that they perceived the unusually high amount of homework assignments during the distance learning phase as unpleasant. The learners frequently felt overwhelmed and since they were not experienced in working from home, they lacked the necessary organisational skills and know-how in order to find a daily routine that would have been appropriate for them. As research in the field of ERT and learning has shown, educating students online requires time, experience and practice on the sides of all stakeholders, i.e. students and teachers alike (Gacs, Goertler & Spasova, 2020: 382). However, considering that the school closures in March 2020 were not only unforeseeable but also unprecedented, there was no time to adjust, neither for learners, nor for educators. Hence, it is not surprising that participants felt unable to cope with this volatile situation.

As regards unpleasant episodes during regular face-to-face English classes, students mainly described situations that annoyed them rather than anxiety-provoking instances. For example,

the learners criticised the type of exercises they had to do, i.e. no grammar and vocabulary tasks. That being said, they frequently blamed their classmates for the emergence of unpleasant episodes. In fact, peers were found to play a vital role in students' social enjoyment of foreign language classes (Dewaele & MacIntyre 2016: 225). As Dewaele and MacIntyre (2016: 225) highlight, the social dimension of FLE "is defined by positive feelings, encouraging peers, nice teachers, and a supportive environment". However, participants of the present study rather described their classmates as either being much more proficient or far less skilled than the remaining pupils. What caused the observing students emotional distress was that the standard of teaching was accommodated to the best and/ or the worst members of the group. These participants were often relieved when they no longer had to attend regular classes, as the emergency remote setting allowed them to work more independently without living up to the standards defined by the marginal groups of the class. This is in line with what Resnik and Dewaele (2020b) discovered only recently when researching affective variables and learner autonomy in the context of tertiary education: The more autonomous learners were, the more enjoyable they perceived their foreign language classes, and, interestingly, "even more so under particularly challenging circumstances" (Resnik & Dewaele 2020b).

4.7. Other emotions in both contexts (RQ9)

The ninth research question dealt with other emotions that learners reported in the context of emergency remote EFL lessons as compared to regular classes. Five out of the six most frequently mentioned emotions students experienced during the distance learning phase were negative ones. The first positive emotion-laden word was mentioned more than four times fewer than the most frequently mentioned negative feeling. In first place was boredom, which is quite alarming, as this particular emotion has been proven to counteract students' learning progress and performance (Pawlak, Kruk & Zawodniak 2020: 95). Moreover, in a study that was recently conducted by Resnik and Dewaele (2020b) in light of the corona crisis, boredom negatively influenced how intensely university students engaged in ERT classes, which could often be linked to remote lessons being much more teacher-centred than regular ones. The same observation was also made by this study's participants.

However, in general, negative emotions should not always be dismissed as something entirely detrimental. Instead, as Resnik and Dewaele (2020a: 11) put forward, they can serve a meaningful purpose:

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

Indeed, it is conceivable that other emotions and emotion-laden words that were mentioned in connection with remotely taught EFL lessons, such as stress, can have this desirable effect. In this regard, it is striking that stress and anxiety were used as synonyms in many previous studies (Dewey, Belnap & Steffen 2018: 140). Although stress is generally a negatively connotated word, there are two possible ways to interpret the physiological signs of stress, i.e. cortisol levels: Either an individual "is actively engaged and responding to the stressor" or the person feels anxious about it, as Dewey, Belnap and Steffen (2018: 147) explain. Hence, students' reports of feeling stressed do not necessarily equal anxious feelings and should therefore be taken with a pinch of salt.

The positively connotated emotion-laden word that was mentioned most often in the context of emergency remote English lessons was relaxation, yet it only came sixth in the list of the most frequently mentioned feelings and emotions and was outweighed by negative equivalents such as demotivation, disinterest, and nervousness. In this context, a study conducted amongst Turkish EFL university students revealed that demotivation has six different roots: "teachers, characteristics of classes, an experience of failure, class environment, class materials and lack of interest" (Han, Takkac-Tulgar & Aybirdi 2019: 63). In a similar manner, Dörnyei (2001: 19) proposes that external factors often serve as a source of demotivation. Certainly, characteristics of classes, class environment as well as class materials changed as the instructional mode abruptly shifted from regular face-to-face classes to emergency remote instruction. It is therefore not surprising that the unforeseen and unparalleled events that unfolded due to the spread of Covid-19 were difficult to handle and consequently caused the arousal of such negative feelings (see, e.g., WHO 2020a; Schober, Lüftenegger & Spiel 2020a).

4.8. Implications

As outlined above, the present study shows that students tend to feel more enjoyment than anxiety in their foreign language classes. Learners generally seem to experience fewer emotions in virtual settings. Thus, it can be assumed that 'in-person' classes should be preferred to online classes, although it needs to be admitted that the investigated lessons were not held online voluntarily, but served as a drastic measure to fight the spread of the corona virus. For this reason, students' emotional state was perhaps influenced by the pandemic and all its

repercussions. Of course, this might be different in planned online settings, which would be worthwhile to investigate, too.

In addition to that, the results imply that rather than focusing on pupils' anxiety in foreign language lessons, teachers should make an effort to enhance their students' enjoyment. Pupils' positive attitudes towards the English language can be expected to be reflected in their performance, which might in turn serve as a source of motivation, thereby contributing to an upwards spiral of students' positive feelings. Clearly, emergency remote learning was an unprecedented challenge for learners; thus, it is even more significant to ensure an enjoyable experience for them. As Resnik and Dewaele (2020b) emphasise, this can be accomplished "by means of engaging the learners more in the online class, supporting the establishment of relationships and by means of giving extensive feedback".

In this regard, it was also shown that students' WTC correlates with their levels of anxiety and enjoyment in the English language classroom. These results reflect what was already confirmed in previous studies and summarised by Dewaele (2019: 11) as follows:

[W]hile some variables affecting WTC are beyond the teacher's control, others can be gently manipulated to boost learners' WTC. It involves creating a friendly and sufficiently challenging and interesting emotional classroom environment and picking conversation topics that match the students' interests.

There is, therefore, every indication that boosting students' FLE does not only have a far-reaching beneficial effect on their achievements, but also on their WTC.

The findings also revealed that students' emotions, no matter if positive or negative ones, seemed to be less intense during the distance learning phase. Consequently, future research could investigate whether "learners' dulled emotions in ERT settings" have an impact on their achievements, as suggested by Resnik and Dewaele (2020b).

Moreover, no links were found between students' grades or self-perceived proficiency and their overall FLE in online classes while a highly significant positive correlation was identified between grades or self-perceived proficiency and FLE in regular 'in-person' contexts. Although it can be speculated that this is a consequence of grades becoming less important during emotionally challenging times like a pandemic, it would have been interesting to learn about the students' views on this matter. For this reason, qualitative data could be collected in the future in order to research why there is such a considerable difference between the two contexts in this regard.

4.9. Limitations

The current research project set out to investigate the interplay of affective variables and willingness to communicate in two contexts, i.e. regular ‘in-person’ EFL classes on the one hand, and emergency remote EFL lessons on the other hand. Although, to the best of my knowledge, this is the first study to shed light on this highly topical matter in the Austrian upper secondary environment, it needs to be admitted that it comes with its limitations.

Given that the success of ERT is at least partly dependent on the equipment students and teachers can use, it is clear that no overall conclusions can be drawn from this sample in this respect, especially since all participants attend the same school, which means that the way they were remotely instructed was probably fairly homogeneous.

Furthermore, since this study was conducted in an upper secondary school, no inferences can be made about other educational contexts. Certainly, older students have had more time to become acquainted with technological gadgets in their lives as compared to younger ones. In addition to that, the school that the participants of this study attended is a higher technical college, which means that they use computers on a daily basis, whereas this is certainly not the case in all Austrian upper secondary schools. Thus, future studies on ERT could tap into more diverse settings instead of only focusing on participants from one school.

As far as the research instrument is concerned, the scale measuring WTC should be reconsidered, as it does not specifically represent situations that arise in the foreign language classroom, but rather signifies a more general notion of an individual’s eagerness to talk. Therefore, it would be worthwhile to use a scale that focuses specifically on learners’ WTC in the foreign language classroom in future studies. Besides, a differentiation between WTC in ‘in-person’ as opposed to WTC in ERT contexts would perhaps yield interesting results, too.

Moreover, it is undeniable that the emotions that were investigated in the present study, i.e. enjoyment and anxiety, are dynamic. For this reason, the fact that an online survey can never measure emotional development but only presents a snapshot of the status quo needs to be taken into account. A longitudinal study would be necessary to measure dynamic aspects of affective variables in the EFL classroom. In this context, it would also be interesting to analyse if teachers’ wellbeing is linked to their students’ feelings towards foreign language learning (see, e.g., Moskowitz & Dewaele 2019).

Last but not least, another limitation of this study is that not all of the items that were included in the survey could be discussed here. Due to the scope of the research project, it was impossible

to analyse all of the data. However, the information that was gathered could potentially pave the way for future studies on upper secondary students' trait emotional intelligence and learner autonomy in light of the corona virus pandemic.

5. Conclusion

The aim of this study was to investigate in how far the relationship between upper secondary EFL learners' emotions changed in light of the Covid-19 pandemic and to shed light on their WTC. Irrespective of the context, i.e. regular 'in-person' or emergency remote classes, pupils reported to feel more enjoyment than anxiety when it comes to acquiring English as foreign language. Nevertheless, participants' FLE declined significantly as the instructional mode changed from face-to-face lessons to distance learning. As regards the three sub-dimensions, teacher appreciation was the one that remained the most constant across the two contexts, whereas personal FLE and especially social FLE were significantly lower during the lockdown. Interestingly, FLCA showed a similar pattern, as students also felt significantly less anxious in the ERT context as compared to regular face-to-face classes. The answers to the open-ended questions supported these quantitative findings: Participants commonly revealed that they did not enjoy the remotely taught lessons for a variety of reasons, mainly because they were not used to working independently and missed the social interaction with their peers and teachers. The rapid change of teaching models gave rise to a number of negative emotions, particularly boredom, stress and demotivation, although a few reported the distance learning made them feel more relaxed.

Both FLE and FLCA were positively linked across the two contexts. Regarding the relationship between FLE and FLCA within both settings, a negative link was discovered in all instances. Learners' WTC was positively linked to their enjoyment of 'in-person' and ERT classes. On the other hand, students who experienced more FLCA in face-to-face and remotely taught classes generally showed less WTC.

Further analyses revealed that grades and self-perceived proficiency were positively linked to FLE in pre-Covid-19 classes, whereas no such link could be established with FLE during the pandemic. However, grades and self-perceived proficiency were shown to correlate negatively with learners' FLCA in both settings and positively with their overall WTC. The relationship between grades and self-perceived proficiency is a highly significant one, which suggests that students' evaluation of their own skills is remarkably accurate.

To draw a conclusion, the last-minute closure of schools entailed far-reaching consequences as far as learners' FLE, FLCA and WTC were concerned. Although latest technology enabled the arrangement of a somewhat structured schedule, day-to-day school life could not be replaced by distance learning, especially within the realm of emergency remote teaching. Certainly, what teachers had to accomplish when schools were closed at short notice in spring 2020 was considerable. Drawing on the depiction of teachers as gardeners, which was given at the beginning of this thesis, the present study shows that this idea can be developed further: Indeed, just like gardeners, teachers need to take unforeseen circumstances into account. Similar to gardeners who are confronted with rapidly changing weather conditions, teachers were challenged, too, as they had to help their learners navigate their educational paths without losing sight of everything that makes language learning so immensely enjoyable.

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7. Appendix

7.1. Questionnaire

The subtle art of creating a pleasant classroom atmosphere

Liebe Teilnehmer*innen!

Mein Name ist Lisa Waldschütz und im Moment schreibe ich meine Masterarbeit im Zuge meines Lehramtsstudiums. In diesem Zusammenhang möchte ich die Rolle von Emotionen im Englischunterricht mithilfe einer Umfrage untersuchen. Dabei soll es sowohl um den regulären Unterricht vor der Coronakrise, als auch um die online Stunden der letzten Wochen gehen. Deine Unterstützung würde ich sehr schätzen, denn deine ehrliche Meinung ist mir wichtig. Es gibt weder richtige noch falsche Antworten und die Teilnahme an der Studie ist selbstverständlich anonym. Die gesammelten Daten bilden die Basis meiner Masterarbeit und potenziell folgender Publikationen. Weder Teilnehmende, noch ihre Lehrpersonen werden dabei identifizierbar sein.

Es ist jederzeit möglich, die Teilnahme zurückzuziehen.

Bitte zögere nicht, mich bei etwaigen Fragen unter a01546006@unet.univie.ac.at oder lisa.waldschuetz@htl-hl.ac.at zu kontaktieren.

Vielen Dank!

Lisa Waldschütz

* **Erforderlich**

1. Ich wurde ausreichend über die folgende Studie informiert und bin damit einverstanden, an der Umfrage teilzunehmen. *

Markieren Sie nur ein Oval.

☐ Ja

☐ Nein Wechseln Sie zu Abschnitt 12 (VIELEN DANK FÜR DEINE TEILNAHME!)

Background information

Bitte beantworte folgende Fragen über dich selbst:

2. Welchem Geschlecht ordnest du dich zu? *

Markieren Sie nur ein Oval.

☐ Männlich

☐ Weiblich

☐ Divers

3. Wie alt bist du? *

Markieren Sie nur ein Oval.

- ☐ 13
☐ 14
☐ 15
☐ 16
☐ 17
☐ 18
☐ 19
☐ 20
☐ 21
☐ 22

4. Wie viele Sprachen hast du gelernt? *

Markieren Sie nur ein Oval.

- ☐ 1
☐ 2
☐ 3
☐ 4
☐ 5
☐ 6
☐ 7
☐ 8

Welche Sprachen hast du gelernt?

Bitte gib die Sprachen in jener Reihenfolge an, in der du sie gelernt hast. Falls du in einer mehrsprachigen Familie mit mehr als einer Muttersprache aufgewachsen bist, gib die weiteren Muttersprachen bitte im Feld „Muttersprache 2“ bzw. „Muttersprache 3“ an. Ansonsten kannst du diese beiden Felder freilassen.

5. Muttersprache 1 *

6. Muttersprache 2

.....

7. Muttersprache 3

.....

8. Fremdsprache 1

.....

9. Fremdsprache 2

.....

10. Fremdsprache 3

.....

11. Fremdsprache 4

.....

12. Fremdsprache 5

.....

13. Für wie gut hältst du deine Englischkenntnisse? *

Markieren Sie nur ein Oval.

1 2 3 4 5

Sehr schlecht ☐ ☐ ☐ ☐ ☐ Sehr gut

14. Wie oft verwendest du Englisch? *

Markieren Sie nur ein Oval.

	1	2	3	4	5	
Nie	☐	☐	☐	☐	☐	Immer

15. Welchen Schultyp besuchst du?

Markieren Sie nur ein Oval.

☐ AHS

☐ BMHS

16. Welche Englischnote hattest du zuletzt im Zeugnis? *

Markieren Sie nur ein Oval.

☐ 1 (Sehr Gut)

☐ 2 (Gut)

☐ 3 (Befriedigend)

☐ 4 (Genügend)

☐ 5 (Nicht Genügend)

17. Wie würdest du deine Leistung im regulären Englischunterricht im Vergleich zu deinen Mitschüler*innen beschreiben? *

Markieren Sie nur ein Oval.

	1	2	3	4	5	
Viel schlechter	☐	☐	☐	☐	☐	Viel besser

18. Wie würdest du deine Leistung im online Englischunterricht im Vergleich zu deinen Mitschüler*innen beschreiben? *

Markieren Sie nur ein Oval.

	1	2	3	4	5	
Viel schlechter	☐	☐	☐	☐	☐	Viel besser

19. Wie zufrieden warst du mit dem regulären Englischunterricht? *

Markieren Sie nur ein Oval.

	1	2	3	4	5	
Gar nicht zufrieden	☐	☐	☐	☐	☐	Sehr zufrieden

20. Wie zufrieden bist du mit dem online Englischunterricht? *

Markieren Sie nur ein Oval.

	1	2	3	4	5	
Gar nicht zufrieden	☐	☐	☐	☐	☐	Sehr zufrieden

Willingness to communicate

Bitte bewerte die folgenden Aussagen:

21. 1. Ich kann mir vorstellen, in einem anderen Land zu leben und ein Gespräch auf Englisch zu führen. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	
Stimme gar nicht zu	☐	☐	☐	☐	☐	Stimme vollkommen zu

22. 2. Ich kann mir vorstellen, in einem anderen Land zu leben und dort auf Englisch mit den Einheimischen zu kommunizieren. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	
Stimme gar nicht zu	☐	☐	☐	☐	☐	Stimme vollkommen zu

23. 3. Ich kann mir vorstellen, mich mit Menschen aus anderen Ländern auf Englisch zu unterhalten. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	
Stimme gar nicht zu	☐	☐	☐	☐	☐	Stimme vollkommen zu

24. 4. Ich kann mir vorstellen, mich mit internationalen Freund*innen und Kolleg*innen auf Englisch zu unterhalten. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	
Stimme gar nicht zu	☐	☐	☐	☐	☐	Stimme vollkommen zu

25. 5. Ich würde mich selbst als jemanden beschreiben, der Englisch sprechen kann. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	
Stimme gar nicht zu	☐	☐	☐	☐	☐	Stimme vollkommen zu

26. 6. Ich würde mich selbst als jemanden beschreiben, der Englisch wie ein*e Muttersprachler*in spricht. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	
Stimme gar nicht zu	☐	☐	☐	☐	☐	Stimme vollkommen zu

Foreign language
enjoyment (face-to-face
English classes)

Wenn du an deinen regulären Englischunterricht vor der
Schulschließung zurückdenkst, wie würdest du die folgenden
Aussagen bewerten?

27. 1. Ich langweilte mich nie im regulären Englischunterricht. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	
Trifft überhaupt nicht zu	☐	☐	☐	☐	☐	Trifft vollkommen zu

28. 2. Der reguläre Englischunterricht gefiel mir. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	
Trifft überhaupt nicht zu	☐	☐	☐	☐	☐	Trifft vollkommen zu

29. 3. Der reguläre Englischunterricht machte mir Spaß. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	
Trifft überhaupt nicht zu	☐	☐	☐	☐	☐	Trifft vollkommen zu

30. 4. Ich war ein wertvolles Mitglied der regulären Englischklasse. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	
Trifft überhaupt nicht zu	☐	☐	☐	☐	☐	Trifft vollkommen zu

31. 5. Ich habe im regulären Englischunterricht Interessantes gelernt. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	
Trifft überhaupt nicht zu	☐	☐	☐	☐	☐	Trifft vollkommen zu

32. 6. Ich war stolz auf meine Leistungen im regulären Englischunterricht. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	
Trifft überhaupt nicht zu	☐	☐	☐	☐	☐	Trifft vollkommen zu

33. 7. Meine Englischlehrperson war ermutigend im regulären Unterricht. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	
Trifft überhaupt nicht zu	☐	☐	☐	☐	☐	Trifft vollkommen zu

34. 8. Meine Englischlehrperson war freundlich im regulären Unterricht. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	
Trifft überhaupt nicht zu	☐	☐	☐	☐	☐	Trifft vollkommen zu

35. 9. Meine Englischlehrperson war unterstützend im regulären Unterricht. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	
Trifft überhaupt nicht zu	☐	☐	☐	☐	☐	Trifft vollkommen zu

36. 10. Die Atmosphäre im regulären Englischunterricht war gut. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	
Trifft überhaupt nicht zu	☐	☐	☐	☐	☐	Trifft vollkommen zu

37. 11. Wir hatten eine gute Klassengemeinschaft im regulären Englischunterricht. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	
Trifft überhaupt nicht zu	☐	☐	☐	☐	☐	Trifft vollkommen zu

38. 12. Im regulären Englischunterricht lachten wir oft. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	
Trifft überhaupt nicht zu	☐	☐	☐	☐	☐	Trifft vollkommen zu

Foreign language anxiety
(face-to-face English
classes)

Bitte bewerte auch die nachfolgenden Aussagen hinsichtlich
des regulären Englischunterrichts vor der Schulschließung.

39. 1. Selbst wenn ich mich auf den regulären Englischunterricht vorbereitete, hatte ich Angst davor. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	
Trifft überhaupt nicht zu	☐	☐	☐	☐	☐	Trifft vollkommen zu

40. 2. Ich hatte im regulären Englischunterricht immer das Gefühl, dass andere Schüler*innen besser Englisch sprechen konnten als ich. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	
Trifft überhaupt nicht zu	☐	☐	☐	☐	☐	Trifft vollkommen zu

41. 3. Ich konnte spüren, wie mein Herz pochte, wenn ich im regulären Englischunterricht aufgerufen wurde. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	
Trifft überhaupt nicht zu	☐	☐	☐	☐	☐	Trifft vollkommen zu

42. 4. Ich machte mir keine Sorgen darüber, ob ich Fehler im regulären Englischunterricht machte. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	
Trifft überhaupt nicht zu	☐	☐	☐	☐	☐	Trifft vollkommen zu

43. 5. Ich fühlte mich selbstsicher, wenn ich im regulären Englischunterricht sprach. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	
Trifft überhaupt nicht zu	☐	☐	☐	☐	☐	Trifft vollkommen zu

44. 6. Ich war nervös und durcheinander, wenn ich im regulären Englischunterricht sprach. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	
Trifft überhaupt nicht zu	☐	☐	☐	☐	☐	Trifft vollkommen zu

45. 7. Ich bekam Panik, wenn ich ohne Vorbereitung im regulären Englischunterricht sprechen musste. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	
Trifft überhaupt nicht zu	☐	☐	☐	☐	☐	Trifft vollkommen zu

46. 8. Es war mir unangenehm, mich im regulären Englischunterricht freiwillig zu melden. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	
Trifft überhaupt nicht zu	☐	☐	☐	☐	☐	Trifft vollkommen zu

Foreign
language
enjoyment
(online English
classes)

Aufgrund der Coronakrise wurde der reguläre Englischunterricht durch online Unterricht ersetzt. Wie würdest du die folgenden Aussagen bewerten, wenn du an deinen online Englischunterricht denkst?

47. 1. Ich langweile mich nie im online Englischunterricht. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	
Trifft überhaupt nicht zu	☐	☐	☐	☐	☐	Trifft vollkommen zu

48. 2. Der online Englischunterricht gefällt mir. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	
Trifft überhaupt nicht zu	☐	☐	☐	☐	☐	Trifft vollkommen zu

49. 3. Der online Englischunterricht macht mir Spaß. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	
Trifft überhaupt nicht zu	☐	☐	☐	☐	☐	Trifft vollkommen zu

50. 4. Ich bin ein wertvolles Mitglied der online Englischklasse. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	
Trifft überhaupt nicht zu	☐	☐	☐	☐	☐	Trifft vollkommen zu

51. 5. Ich lerne interessante Dinge im online Englischunterricht. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	
Trifft überhaupt nicht zu	☐	☐	☐	☐	☐	Trifft vollkommen zu

52. 6. Ich bin stolz auf meine Leistungen im online Englischunterricht. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	
Trifft überhaupt nicht zu	☐	☐	☐	☐	☐	Trifft vollkommen zu

53. 7. Meine Lehrperson ist ermutigend im online Englischunterricht. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	
Trifft überhaupt nicht zu	☐	☐	☐	☐	☐	Trifft vollkommen zu

54. 8. Meine Lehrperson ist freundlich im online Englischunterricht. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	
Trifft überhaupt nicht zu	☐	☐	☐	☐	☐	Trifft vollkommen zu

55. 9. Meine Lehrperson ist unterstützend im online Englischunterricht. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	
Trifft überhaupt nicht zu	☐	☐	☐	☐	☐	Trifft vollkommen zu

56. 10. Die Atmosphäre im online Englischunterricht ist gut. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	
Trifft überhaupt nicht zu	☐	☐	☐	☐	☐	Trifft vollkommen zu

57. 11. Wir haben eine gute Klassengemeinschaft im online Englischunterricht. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	
Trifft überhaupt nicht zu	☐	☐	☐	☐	☐	Trifft vollkommen zu

58. 12. Im online Englischunterricht lachen wir oft. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	
Trifft überhaupt nicht zu	☐	☐	☐	☐	☐	Trifft vollkommen zu

Foreign
language
anxiety (online
English
classes)

Aufgrund der Coronakrise wurde der reguläre Englischunterricht durch online Unterricht ersetzt. Wie würdest du die folgenden Aussagen bewerten, wenn du an deinen online Englischunterricht denkst?

59. 1. Selbst wenn ich mich auf den online Englischunterricht vorbereite, habe ich Angst davor. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	
Trifft überhaupt nicht zu	☐	☐	☐	☐	☐	Trifft vollkommen zu

60. 2. Ich habe immer das Gefühl, dass andere Schüler*innen im online Unterricht besser Englisch sprechen können als ich. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	
Trifft überhaupt nicht zu	☐	☐	☐	☐	☐	Trifft vollkommen zu

61. 3. Ich kann spüren, wie mein Herz pocht, wenn ich im online Englischunterricht aufgerufen werde. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	
Trifft überhaupt nicht zu	☐	☐	☐	☐	☐	Trifft vollkommen zu

62. 4. Ich mache mir keine Sorgen darüber, ob ich Fehler im online Englischunterricht mache. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	
Trifft überhaupt nicht zu	☐	☐	☐	☐	☐	Trifft vollkommen zu

63. 5. Ich fühle mich selbstsicher, wenn ich im online Englischunterricht spreche. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	
Trifft überhaupt nicht zu	☐	☐	☐	☐	☐	Trifft vollkommen zu

64. 6. Ich bin nervös und durcheinander, wenn ich im online Englischunterricht spreche. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	
Trifft überhaupt nicht zu	☐	☐	☐	☐	☐	Trifft vollkommen zu

65. 7. Ich bekomme Panik, wenn ich ohne Vorbereitung im online Englischunterricht sprechen muss. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	
Trifft überhaupt nicht zu	☐	☐	☐	☐	☐	Trifft vollkommen zu

66. 8. Es ist mir unangenehm, mich im online Englischunterricht freiwillig zu melden. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	
Trifft überhaupt nicht zu	☐	☐	☐	☐	☐	Trifft vollkommen zu

Personality items

Inwieweit stimmst du folgenden Aussagen zu?

67. 1. Meine Emotionen in Worte zu fassen ist kein Problem für mich. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	6	7	
Stimme überhaupt nicht zu	☐	☐	☐	☐	☐	☐	☐	Stimme vollkommen zu

68. 2. Ich finde es oftmals schwierig, die Sichtweise einer anderen Person nachzuvollziehen. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	6	7	
Stimme überhaupt nicht zu	☐	☐	☐	☐	☐	☐	☐	Stimme vollkommen zu

69. 3. Alles in allem bin ich eine sehr motivierte Person. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	6	7	
Stimme überhaupt nicht zu	☐	☐	☐	☐	☐	☐	☐	Stimme vollkommen zu

70. 4. Für gewöhnlich finde ich es sehr schwierig, meine Emotionen zu steuern. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	6	7	
Stimme überhaupt nicht zu	☐	☐	☐	☐	☐	☐	☐	Stimme vollkommen zu

71. 5. Ich finde das Leben allgemein nicht erfreulich. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	6	7	
Stimme überhaupt nicht zu	☐	☐	☐	☐	☐	☐	☐	Stimme vollkommen zu

72. 6. Ich kann gut mit Menschen umgehen. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	6	7	
Stimme überhaupt nicht zu	☐	☐	☐	☐	☐	☐	☐	Stimme vollkommen zu

73. 7. Ich ändere oft meine Meinung. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	6	7	
Stimme überhaupt nicht zu	☐	☐	☐	☐	☐	☐	☐	Stimme vollkommen zu

74. 8. Ich finde es generell schwierig, exakt festzustellen, welche Emotion ich fühle. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	6	7	
Stimme überhaupt nicht zu	☐	☐	☐	☐	☐	☐	☐	Stimme vollkommen zu

75. 9. Im Großen und Ganzen bin ich zufrieden mit meinem Aussehen. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	6	7	
Stimme überhaupt nicht zu	☐	☐	☐	☐	☐	☐	☐	Stimme vollkommen zu

76. 10. Normalerweise finde ich es schwierig, für meine Rechte einzustehen. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	6	7	
Stimme überhaupt nicht zu	☐	☐	☐	☐	☐	☐	☐	Stimme vollkommen zu

77. 11. Für gewöhnlich kann ich beeinflussen, wie sich andere Leute fühlen. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	6	7	
Stimme überhaupt nicht zu	☐	☐	☐	☐	☐	☐	☐	Stimme vollkommen zu

78. 12. Ich bin insgesamt eher pessimistisch eingestellt. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	6	7	
Stimme überhaupt nicht zu	☐	☐	☐	☐	☐	☐	☐	Stimme vollkommen zu

79. 13. Mir nahestehende Menschen beschwerten sich oft, dass ich sie nicht richtig behandle. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	6	7	
Stimme überhaupt nicht zu	☐	☐	☐	☐	☐	☐	☐	Stimme vollkommen zu

80. 14. Ich finde es oft schwierig, mein Leben den gegebenen Umständen anzupassen. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	6	7	
Stimme überhaupt nicht zu	☐	☐	☐	☐	☐	☐	☐	Stimme vollkommen zu

81. 15. Ich kann generell mit Stress umgehen. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	6	7	
Stimme überhaupt nicht zu	☐	☐	☐	☐	☐	☐	☐	Stimme vollkommen zu

82. 16. Ich finde es oft schwierig, mir nahestehenden Menschen meine Zuneigung zu zeigen. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	6	7	
Stimme überhaupt nicht zu	☐	☐	☐	☐	☐	☐	☐	Stimme vollkommen zu

83. 17. Normalerweise kann ich mich in die Lage anderer Personen versetzen und deren Emotionen nachvollziehen. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	6	7	
Stimme überhaupt nicht zu	☐	☐	☐	☐	☐	☐	☐	Stimme vollkommen zu

84. 18. Ich finde es normalerweise schwierig, motiviert zu bleiben. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	6	7	
Stimme überhaupt nicht zu	☐	☐	☐	☐	☐	☐	☐	Stimme vollkommen zu

85. 19. Für gewöhnlich kann ich meine Gefühle kontrollieren. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	6	7	
Stimme überhaupt nicht zu	☐	☐	☐	☐	☐	☐	☐	Stimme vollkommen zu

86. 20. Insgesamt bin ich zufrieden mit meinem Leben. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	6	7	
Stimme überhaupt nicht zu	☐	☐	☐	☐	☐	☐	☐	Stimme vollkommen zu

87. 21. Ich kann gut verhandeln. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	6	7	
Stimme überhaupt nicht zu	☐	☐	☐	☐	☐	☐	☐	Stimme vollkommen zu

88. 22. Ich tendiere dazu, in Dinge verwickelt zu werden, die ich später bereue. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	6	7	
Stimme überhaupt nicht zu	☐	☐	☐	☐	☐	☐	☐	Stimme vollkommen zu

89. 23. Ich nehme meine Emotionen generell wahr, während ich sie fühle. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	6	7	
Stimme überhaupt nicht zu	☐	☐	☐	☐	☐	☐	☐	Stimme vollkommen zu

90. 24. Unter den gegebenen Umständen bin ich mit mir selbst zufrieden. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	6	7	
Stimme überhaupt nicht zu	☐	☐	☐	☐	☐	☐	☐	Stimme vollkommen zu

91. 25. Ich tendiere dazu nachzugeben, auch wenn ich weiß, dass ich eigentlich recht habe. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	6	7	
Stimme überhaupt nicht zu	☐	☐	☐	☐	☐	☐	☐	Stimme vollkommen zu

92. 26. Ich scheine keine Macht über die Gefühle anderer zu haben. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	6	7	
Stimme überhaupt nicht zu	☐	☐	☐	☐	☐	☐	☐	Stimme vollkommen zu

93. 27. Ich glaube generell daran, dass sich mein Leben gut entwickeln wird. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	6	7	
Stimme überhaupt nicht zu	☐	☐	☐	☐	☐	☐	☐	Stimme vollkommen zu

94. 28. Ich finde es schwierig, Bindungen einzugehen, auch wenn mir diese Personen nahestehen. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	6	7	
Stimme überhaupt nicht zu	☐	☐	☐	☐	☐	☐	☐	Stimme vollkommen zu

95. 29. Generell fällt es mir leicht, mich neuen Umgebungen anzupassen. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	6	7	
Stimme überhaupt nicht zu	☐	☐	☐	☐	☐	☐	☐	Stimme vollkommen zu

96. 30. Andere beneiden mich um meine Gelassenheit. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	6	7	
Stimme überhaupt nicht zu	☐	☐	☐	☐	☐	☐	☐	Stimme vollkommen zu

Learner profile

Bitte bewerte die folgenden Aussagen über dich selbst:

97. 1. Ich bin gut darin, Informationen zu neuen Themen selbst zu recherchieren. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	
Stimme überhaupt nicht zu	☐	☐	☐	☐	☐	Stimme vollkommen zu

98. 2. Ich finde oft Ausreden, um nicht mit der Arbeit anzufangen. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	
Stimme überhaupt nicht zu	☐	☐	☐	☐	☐	Stimme vollkommen zu

99. 3. Ich bin gut darin, Fristen einzuhalten. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	
Stimme überhaupt nicht zu	☐	☐	☐	☐	☐	Stimme vollkommen zu

100. 4. Meine Zeiteinteilung ist gut. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	
Stimme überhaupt nicht zu	☐	☐	☐	☐	☐	Stimme vollkommen zu

101. 5. Ich arbeite gerne selbstständig. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	
Stimme überhaupt nicht zu	☐	☐	☐	☐	☐	Stimme vollkommen zu

102. 6. Selbst wenn Aufgaben schwierig sind, versuche ich dranzubleiben. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	
Stimme überhaupt nicht zu	☐	☐	☐	☐	☐	Stimme vollkommen zu

103. 7. Ich bin offen dafür, Neues auszuprobieren. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	
Stimme überhaupt nicht zu	☐	☐	☐	☐	☐	Stimme vollkommen zu

104. 8. Ich kann gut mit herausfordernden Aufgaben umgehen. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	
Stimme überhaupt nicht zu	☐	☐	☐	☐	☐	Stimme vollkommen zu

105. 9. Ich plane die Zeit in der ich lerne effektiv. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	
Stimme überhaupt nicht zu	☐	☐	☐	☐	☐	Stimme vollkommen zu

106. 10. Ich bin eher motiviert, Aufgaben zu erledigen, wenn es eine Deadline gibt. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	
Stimme überhaupt nicht zu	☐	☐	☐	☐	☐	Stimme vollkommen zu

107. 11. Ich übernehme Verantwortung für meine Lernerfahrung. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	
Stimme überhaupt nicht zu	☐	☐	☐	☐	☐	Stimme vollkommen zu

108. 12. Neues zu lernen macht mir Spaß. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	
Stimme überhaupt nicht zu	☐	☐	☐	☐	☐	Stimme vollkommen zu

Attitudes towards English
as a foreign language
classes

Bitte bewerte die folgenden Aussagen und Fragen mit einer
Ziffer von 1 bis 7, je nachdem wie du darüber denkst.

109. 1. Meine Einstellung zum Englischlernen ist... *

Markieren Sie nur ein Oval.

	1	2	3	4	5	6	7	
Sehr schlecht	☐	☐	☐	☐	☐	☐	☐	Sehr gut

110. 2. Meine Einstellung zu meiner Englischlehrperson ist... *

Markieren Sie nur ein Oval.

	1	2	3	4	5	6	7	
Sehr schlecht	☐	☐	☐	☐	☐	☐	☐	Sehr gut

111. 3. Es bereitet mir Sorgen, außerhalb des Unterrichts Englisch zu sprechen. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	6	7	
Sehr wenig	☐	☐	☐	☐	☐	☐	☐	Sehr viel

112. 4. Es bereitete mir Sorgen, im regulären Englischunterricht zu sprechen. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	6	7	
Sehr wenig	☐	☐	☐	☐	☐	☐	☐	Sehr viel

113. 5. Es bereitet mir Sorgen, im online Englischunterricht zu sprechen. *

Markieren Sie nur ein Oval.

	1	2	3	4	5	6	7	
Sehr wenig	☐	☐	☐	☐	☐	☐	☐	Sehr viel

114. 6. Wie oft verwendete deine Lehrperson im regulären Unterricht Englisch? *

Markieren Sie nur ein Oval.

	1	2	3	4	5	6	7	
Sehr wenig	☐	☐	☐	☐	☐	☐	☐	Sehr viel

115. 7. Wie oft verwendet deine Lehrperson im online Unterricht Englisch? *

Markieren Sie nur ein Oval.

	1	2	3	4	5	6	7	
Sehr wenig	☐	☐	☐	☐	☐	☐	☐	Sehr viel

116. 8. Wie vorhersehbar war der reguläre Unterricht deiner Englischlehrperson? *

Markieren Sie nur ein Oval.

	1	2	3	4	5	6	7	
Sehr wenig	☐	☐	☐	☐	☐	☐	☐	Sehr viel

117. 9. Wie vorhersehbar ist der online Unterricht deiner Englischlehrperson? *

Markieren Sie nur ein Oval.

	1	2	3	4	5	6	7	
Sehr wenig	☐	☐	☐	☐	☐	☐	☐	Sehr viel

118. 10. Wie oft scherzte deine Lehrperson im regulären Englischunterricht? *

Markieren Sie nur ein Oval.

	1	2	3	4	5	6	7	
Sehr wenig	☐	☐	☐	☐	☐	☐	☐	Sehr viel

119. 11. Wie oft scherzt deine Lehrperson im online Englischunterricht? *

Markieren Sie nur ein Oval.

	1	2	3	4	5	6	7	
Sehr wenig	☐	☐	☐	☐	☐	☐	☐	Sehr viel

120. 12. Wie abwechslungsreich war dein regulärer Englischunterricht? *

Markieren Sie nur ein Oval.

	1	2	3	4	5	6	7	
Sehr wenig	☐	☐	☐	☐	☐	☐	☐	Sehr viel

121. 13. Wie abwechslungsreich ist dein online Englischunterricht? *

Markieren Sie nur ein Oval.

1 2 3 4 5 6 7

Sehr wenig Sehr viel

Open questions

Beantworte die folgenden Fragen bitte in ganzen Sätzen.

122. 1. Inwiefern unterscheidet sich der online Englischunterricht von deinen regulären Englischstunden?

123. 2. Was gefällt dir besonders gut bzw. schlecht am online Englischunterricht?
Bitte gib konkrete Beispiele.

124. 3. Was gefiel dir besonders gut bzw. schlecht am regulären Englischunterricht?
Bitte gib konkrete Beispiele.

[illegible]

125. 4. Welche anderen Emotionen sind dir in der online Phase im Vergleich zum regulären Englischunterricht aufgefallen?

VIELEN DANK FÜR
DEINE TEILNAHME!

Zögere bitte nicht, mich bei etwaigen Fragen unter
a01546006@univie.ac.at oder lisa.waldschuetz@htl-hl.ac.at zu
kontaktieren.

7.2. English abstract

The present study investigates upper secondary students' Foreign Language Enjoyment (FLE), Foreign Language Classroom Anxiety (FLCA) and Willingness to Communicate (WTC) in light of the shift to Emergency Remote Teaching (ERT) due to the Covid-19 pandemic. Participants were 420 pupils who attend an Austrian higher technical college. In order to measure FLE, ratings of nine Likert scale items (Botes, Dewaele & Greiff 2020) were analysed. FLCA was measured via eight items that were extracted from the Foreign Language Classroom Anxiety Scale (Horwitz, Horwitz & Cope 1986; see also Dewaele & MacIntyre 2014, 2016). The items representing FLE and FLCA were included twice, once in the context of pre-Covid-19 classes and once in the context of ERT in spring 2020. The measure of WTC was based on six items (Dewaele 2019). In order to give participants a voice, open-ended questions allowed them to share experiences they made during regular face-to-face and ERT lessons. Statistical analyses revealed that participants experienced significantly higher levels of FLE than FLCA in both regular 'in-person' and remotely taught lessons. However, the results also showed that students tended to feel less enjoyment and anxiety altogether once lessons were no longer taught on site. The FLE subscale that remained the most stable was teacher appreciation, whereas personal and social enjoyment declined during the distance learning phase. As regards foreign language learners' WTC, a significant link to their emotions was found, irrespective of the instructional context. Other variables, i.e. students' grades and self-perceived proficiency, were also linked to their WTC, FLCA in both settings and FLE in 'in-person' lessons. The findings suggest that 'in-person' EFL classes evoke greater emotional responses in learners. Amongst

other variables, teachers play a decisive role in boosting their students' FLE and thereby in creating a pleasant classroom atmosphere, be it online or on-site.

7.3. German abstract

Die vorliegende Studie untersucht Freude, Angst und Bereitschaft zur Kommunikation im Englischunterricht vor dem Hintergrund der Schulschließungen aufgrund der Covid-19 Pandemie. 420 Schüler*innen, die eine österreichische Höhere Technische Bundeslehranstalt besuchen, nahmen an der Umfrage teil. Freude am Englischunterricht wurde mittels Bewertungen von neun Likert Skala Items (Botes, Dewaele & Greiff 2020) analysiert. Angst im Zuge des Englischunterrichts wurde mittels acht Items gemessen, die der Foreign Language Classroom Anxiety Skala (Horwitz, Horwitz & Cope 1986; vgl. Dewaele & MacIntyre 2014, 2016) entnommen wurden. Alle Items, die Freude und Angst betrafen, wurden zweimal verwendet; einmal im Kontext von regulären Englischstunden vor Ausbruch der Pandemie und einmal im Kontext unerwartet aufgetretenen online Englischunterrichts während der Schulschließung im Frühling 2020. Die Bereitschaft zur Kommunikation im Englischunterricht wurde durch sechs Items gemessen. Zusätzlich ermöglichten offene Fragen den Lernenden, ihre Erfahrungen aus regulären sowie unerwartet online stattfindenden Englischstunden zu teilen. Statistische Analysen zeigten, dass die Freude am Englischunterricht unabhängig vom Unterrichtsmodus signifikant höher war, als die Angst davor. Jedoch wurde auch herausgefunden, dass die Schüler*innen generell weniger Freude und Angst verspürten, als der Unterricht nicht mehr vor Ort stattfinden konnte. Wertschätzung der Lehrpersonen war jene Freude-Subskala, die kontextübergreifend am stabilsten blieb. Indes nahmen persönliche und soziale Freude im Zuge des Englischunterrichts ab als Schulen geschlossen waren. Die Bereitschaft der Lernenden, mit anderen auf Englisch zu kommunizieren stand in signifikantem Zusammenhang mit Emotionen, ungeachtet dessen, ob der Englischunterricht regulär oder unerwarteterweise online abgehalten wurde. Auch andere Variablen, i.e. Noten und Selbstwahrnehmung der Sprachbeherrschung, waren verbunden mit der generellen Bereitschaft zur englischen Kommunikation, Angst in beiden Kontexten sowie Freude im regulären Unterrichtsgeschehen. Die Ergebnisse deuten darauf hin, dass regulärer Englischunterricht generell mehr Emotionen in Lernenden auslöst. Neben anderen Variablen nehmen Lehrpersonen eine zentrale Rolle ein, wenn es darum geht, die Freude am Fremdsprachenunterricht zu fördern und damit eine angenehme Atmosphäre in den Englischstunden zu schaffen, unabhängig davon, ob diese vor Ort oder online stattfinden.