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List of abbreviations

AHS.....	Allgemeinbildende Höhere Schule
BHS	Berufsbildende Höhere Schule
EE.....	Extramural English
EFL.....	English as a Foreign Language
ERT.....	Emergency Remote Teaching
FFL.....	French as a Foreign Language
FL.....	Foreign Language
FLA.....	Foreign Language Anxiety
FLCA.....	Foreign Language Classroom Anxiety
FLE.....	Foreign Language Enjoyment
FLLBS.....	Foreign Language Learning Boredom Scale
SLA.....	Second Language Acquisition
TEI.....	Trait Emotional Intelligence
WTC.....	Willingness to Communicate

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1. Introduction

Much like the captain of a ship navigating their vessel, educators must guide their students and assess, respond, and adapt to everchanging and sometimes even unpredictable conditions in order to reach their destination. Likewise, students must rely on their teachers to steer them in the right direction and make the journey of learning a language, which comes with its up-and-downs, as pleasant and enjoyable as possible. To do so, it is crucial to be educated about the various factors which have an impact on language instruction as well as the facilitating and debilitating factors influencing Second Language Acquisition (SLA).

Emotions are “the heart of language learning and teaching” (Dewaele et al. 2019: 1) which is why their relevance for research conducted in applied linguistics can no longer be denied. The researchers who were among the first to draw attention to classroom emotions and galvanized linguists into researching foreign language classroom anxiety (FLCA) were Horwitz, Horwitz and Cope (1986). Mirroring the overall interest of scholars conducting psychological research at this time, the primary focus was initially placed on negative emotions (see, e.g., Gkonou, Daubney & Dewaele 2017).

With the advent of Positive Psychology, which is understood as “the empirical study of how people thrive and flourish” (MacIntyre & Mercer 2014: 154), research into positive emotions received more attention. One of the pioneers in this field was Fredrickson (2001: 220) who postulated the “broaden-and-build theory” according to which positive emotions not only contribute to our wellbeing but also broaden our mindsets (see also Dewaele & MacIntyre 2014; Fredrickson, 2001, 2003, 2004, 2013). Consequently, the focus in SLA research has recently been shifted to exploring the role of positive emotions in foreign language learning (FLL) trajectories, too (see, e.g., MacIntyre & Gregersen 2012). In this context, foreign language enjoyment (FLE) has been researched widely.

In line with Fredrickson (2001), MacIntyre and Gregersen (2012: 193) introduce the broaden-and-build theory to SLA. The scholars highlight that also in the process of learning another language, positive and negative emotions have different functions, meaning they “are not opposite ends of the same spectrum” (MacIntyre & Gregersen 2012: 193). This was substantiated by Dewaele and MacIntyre (2016: 230) who stated that FLE and FLCA do not behave in a seesaw-manner “where one goes up and the other goes down”. In line with this assumption, Dewaele et al. (2018: 694) discovered that FLCA and FLE function as independent dimensions. In a similar manner, MacIntyre and Mercer (2014: 163) conceptualize the relationship between positive and negative emotions as a two-dimensional sphere. With regard

to foreign language (FL) classrooms, it was highlighted that experiencing positive emotions ensures that learners are “open to being exposed to more comprehensible input” (MacIntyre & Mercer 2014: 159). Intriguingly, Saito et al. (2018: 709) observed that frequently using an FL, combined with positive emotions, has a positive effect on acquisition. To complement these findings, this master thesis explores how strongly enjoyment and anxiety ratings are linked in French and English classes both within and across contexts.

Based on the aforementioned, it seems relevant to consider both negative as well as positive emotions when investigating learner emotions in English and French FL classes in Austrian secondary schools. Previous research investigating the possible context-specificity of language enjoyment and anxiety have taken into consideration Content and Language Integrated (CLIL) vs. non-CLIL contexts (De Smet et al. 2018), first language (L1) classes vs. foreign language (FL) classes (Resnik & Dewaele 2020), different FL classes (Dewaele & Proietti Ergün 2020) as well as the role of cultural backgrounds (Dewaele & MacIntyre 2014; Jiang & Dewaele 2019). However, to the best of my knowledge, no study to date has explored contextual differences in positive and negative learner emotions in English and French FL classes in Austria, which is why this thesis critically examines in how far students’ perceptions of said foreign language classes differ regarding FLE and FLCA. Furthermore, it gives an account of episodes during language lessons which are perceived as anxiety-provoking and enjoyable by the participants.

Only recently, research investigating positive and negative emotions in L1 and FL classes in the German-speaking world revealed that boredom plays a crucial role (Resnik & Dewaele 2020). The study showed that first language (L1) classes were perceived as significantly more boring than FL classes (Resnik & Dewaele 2020: 1). As the exploration of boredom is a comparatively new field, research into the emotional experience of boredom in FLL is scarce (Kruk 2022; Li & Dewaele 2020). Hence, this master thesis also seeks to shed light on the role of boredom in English versus French as a Foreign Language classes in an Austrian context. Since experiencing boredom is detrimental to students’ well-being as well as to making progress (Pawlak, Kruk & Zawodniak 2022: 598), this master thesis scrutinizes if boredom has different sources in different FL contexts. Moreover, it traces the link between boredom and FLE as well as FLCA within and across contexts as well as contextual differences regarding activities which seem to induce boredom.

So far, research has shown that a variety of learner-internal and learner-external variables can have an impact on both FLCA, FLE and boredom. Most crucially, recent research suggests that

teachers have a bigger influence on FLE than FLCA which is why this study focuses on the impact teachers can have on the emotions experienced in English and French FL classes, methodologically speaking (see Dewaele & Dewaele 2020; Dewaele et al. 2018; Dewaele, Franco & Saito 2019; Dewaele & MacIntyre 2019; Jiang & Dewaele, 2019). Moreover, it is scrutinized in how far the subdimensions of social enjoyment, personal enjoyment and teacher appreciation are linked and whether any context-specific differences can be ascertained.

Therefore, this thesis has been organized in the following way. The first section reviews findings in SLA research regarding classroom emotions. First, research on positive psychology both in general as well as in the SLA context including its implications are discussed. This is followed by a definition of the key concepts and frameworks concerning learner emotions, namely FLCA, FLE and boredom. For each of these classroom emotions, a definition, influential learner-internal and learner-external variables and implications of past research are addressed. The second section is dedicated to the outline of this study's research design and a presentation of the results. A survey has been conducted among 329 secondary-level students from both vocational schools (*berufsbildende höhere Schulen*) and academic secondary schools (*allgemeinbildende höhere Schulen*) in Vienna. Participants reported differences in FLE, FLCA and boredom and shed light on episodes which are perceived as enjoyable, anxiety-provoking, and boring. Moreover, they explained which other emotions are experienced during English and French FL lessons. In the third and final part, the findings of this survey are discussed and put into the context of previous research in this field. The thesis concludes with an outline of implications for FL lessons as well as limitations of this study and a summary of the research findings.

2. Literature review

2.1. Positive psychology in second language acquisition

2.1.1. Introducing positive psychology

Shortly before the turn of this millennium, Seligman made an important choice in catalyzing a new domain in psychology (see Seligman & Csikszentmihalyi 2000). What used to be the “science of healing” (Seligman & Csikszentmihalyi 2000: 5), focusing on pathology, should now become “the empirical study of how people thrive and flourish” (MacIntyre & Mercer 2014: 154). Rather than focusing on what is wrong with individuals, positive psychology seeks to understand them in all their complexity and guide them in the “development of tools to build positive emotions, foster greater engagement, and boost the appreciation of meaning in life and its activities” (Dewaele et al. 2018: 677).

Seligman and Csikszentmihalyi (2000: 7) stress that this discipline “does not rely on wishful thinking, faith, self-deception, fads, or hand waving”, thus underlining the importance of evidence-based evaluation of assumptions or claims. They explain that positive psychology is the “science of positive subjective experience” (Seligman & Csikszentmihalyi 2000: 5) which includes “well-being, contentment, and satisfaction (in the past); hope and optimism (for the future); and flow and happiness (in the present)”. The experience of flow is an important concept in positive psychology. It is defined as “an optimal psychological state that combines intrinsic motivation (described as autotelism) with the confidence that comes from complete immersion in a task” (Oxford 2017: 183). Flow is closely linked to intrinsic motivation and is dependent on the perceived difficulty of a task as well as one’s ability to complete it (Dewaele & MacIntyre 2014: 242).

Seligman (2018: 333) introduces the model PERMA which is an acronym for the five pillars of positive psychology: “Positive Emotion, Engagement, Relationships, Meaning and Accomplishment”. These are known as the core elements of well-being and as such the steppingstones for being able to flourish. Oxford (2016: 10) expanded this concept and established EMPATHICS, an acronym for “emotion and empathy”, “meaning and motivation”, “perseverance, including resilience, hope and optimism”, “agency and autonomy”, “time”, “hardiness and habits of mind”, “intelligences, “character strengths” and “self factors (self-efficacy, self-concept, self-esteem, self-verification)”.

After having explored the main research interests of proponents of positive psychology, its relevance to SLA will be discussed in the following section.

2.1.2. Positive psychology in second language acquisition

In recent years, the importance of positive psychology in SLA has gained significance. Fredrickson's (2001: 220) "broaden-and-build theory" prompted many scholars to explore this field further (see also Fredrickson 2003, 2013). According to said theory, "broadened thought-action repertoires" (Fredrickson 2001: 220), which are "triggered by positive emotions", can have a long-term effect on our mindset and on the stimulation of new ideas as well as exploratory thoughts and actions. The pioneers who introduced the "broaden-and-build theory" to SLA were MacIntyre and Gregersen (2012). According to the two researchers (2012: 197-198), positive emotions are not merely the opposite of negative emotions but fulfill a variety of functions, among them the broadening of people's mindset which results in an urge to explore and play and, finally, leads to new experiences and learning. Additionally, positive emotions aid in resolving "lingering effects" of negative emotions and in fostering resilience by, for instance, prompting constructive reactions to stress. In the long run, positive emotions not only stimulate the establishment of personal and intellectual resources but also result in overall better wellbeing (MacIntyre & Gregersen 2012: 198). According to the scholars (MacIntyre & Gregersen 2012: 198), positive emotional arousal also has a social component as it helps establish social bonds.

This conceptualization mirrors the assumptions of the "broaden-and-build theory" (Fredrickson 2001) which postulates that positive emotions such as joy, interest or love shape and strengthen "personal resources, ranging from physical and intellectual resources to social and psychological resources" (Fredrickson 2003: 219). It has since been revealed that positive emotions also contribute to motivation (Kao & Oxford 2014), to our wellbeing (Dewaele & MacIntyre 2014; Fredrickson 2013), have a positive effect on language acquisition (Saito et al. 2018) and ensure that learners are "open to being exposed to more comprehensible input" (MacIntyre & Mercer 2014: 159).

In applying this extension of Seligman's (2011) framework to the SLA context, Oxford (2016) was able to ascertain the contributing factors to second language (L2) learners' wellbeing. The first dimension, "emotion and empathy" (Oxford 2016: 10), includes emotional intelligence, "the ability to cope with emotion-laden information in self and others" (Li 2019: 1). Moreover, studies conducted among multilinguals have shown that those with higher emotional intelligence experienced lower levels of foreign language anxiety (FLA) (Dewaele, Petrides & Furnham 2008; Dewaele 2013). A more recent study revealed a positive correlation between trait emotional intelligence (TEI) and FLE and confirmed the negative link to FLA (Resnik &

Dewaele 2020: 13). This was substantiated in a later study which focused on learner emotions in emergency remote FL teaching in Europe (Resnik & Dewaele 2021). It must be noted that these studies focused on trait EI, a conceptualization introduced by Petrides and Furnham in 2000, who differentiate this type from a so-called ability EI which “refers to one’s actual ability to recognize, process, and utilize emotion-laden information” (Petrides, Frederickson & Furnham 2004: 278). Referring to Goleman (2005), Oxford (2016: 16) outlines the importance of emotional intelligence and notes that it can alleviate anxiety, stress and conflict, boost resilience, improve social bonds and awareness, facilitate achievement, and instill harmony.

Despite its benefits, positive psychology has been criticized. Both scholars and educators criticize (1) the separation of positive and negative emotions, (2) the reliance on cross-sectional research designs and (3) the lack of focus on linguistic outcomes (MacIntyre 2016: 3). Regarding the first issue, MacIntyre (2016: 3) comments that positive psychology tends to polarize positive and negative emotional experiences instead of acknowledging their relationship. In an attempt to bridge this gap, Wang and Marecki (2021: 1) explored the interplay of positive and negative emotions in positive psychology, focusing on classroom interaction in China. In accordance with MacIntyre, Gregersen and Mercer (2019), the emotional experience of learners during classroom interaction is described as “complex, dynamic, and context-sensitive”, meaning that they cannot be strictly separated. In gaining a comprehensive picture of emotional experiences it is vital to be aware of the interaction of both positive and negative emotions and of ways in which the latter can be transformed (Wang & Marecki 2021: 12).

Moreover, results of previous studies have been questioned due to the predominant use of cross-sectional research designs, “a failure to study individuals in sufficient depth”, and measurement concerns (MacIntyre 2016: 3). The reliance on cross-sectional designs was also commented on by Dewaele et al. (2019: 10), adding that longitudinal designs would provide a deeper insight as well as the possibility to “draw clearer causational conclusions” cautioning fellow scholars not to overgeneralize past findings. The scholars also mention a need for intervention studies in this field which focus on the promotion of not only wellbeing but also linguistic outcomes (Dewaele et al. 2019: 10). Additionally, they observe that the implementation of positive psychology tends to focus less on linguistic outcomes but rather seeks to promote wellbeing, mindfulness, social engagement and resilience (Dewaele et al. 2019: 9). To explain how these aspects could be combined to facilitate learning and in how far both educators and learners could benefit from the implementation of positive psychology in SLA, the following section will shed light on various practical implications.

2.1.3. Implications of positive psychology in SLA

The advent of positive psychology has led many FL teachers to prioritize a positive emotional climate and to try and alter their instructions in order to create a learning environment that will allow their students to flourish and thrive (Dewaele et al. 2019: 6). This can be compared to providing a flower with sunlight. While it might be able to grow if one merely watered it, too, without rays of sunshine it will never flourish to its full potential and eventually, it will no longer be able to grow. Similarly, language teachers not only need to be equipped with tools to teach, for instance, vocabulary and grammar but also need to know how to create a learning atmosphere in which students can flourish. Even though following the guidelines of positive psychology might not be the cure to all, it seems a good first step in establishing an effective learning environment as “motivation counterbalances anxieties, difficulties, and problems” (Kao & Oxford 2014: 120). Fresacher (2014: 346) summarizes the benefits of positive psychology activities by stating that a positive attitude towards their L2 increases students’ willingness to communicate (WTC), eases anxiety and can also support students in establishing stronger bonds with their peers. Fresacher (2014: 346) clarifies that, in the long run, positive psychology skills have a lasting effect on one’s life, one that goes beyond the classroom.

Learning a language is no easy feat as it requires great determination, which is why fostering a positive attitude towards FLL is crucial. In accordance with the “broaden-and-build theory” (Fredrickson 2001), MacIntyre and Gregersen (2012: 210) recommend implementing activities which incite students’ creativity and imagination in order to counteract negative, narrowing emotions which would be caused in stressful situations such as exams or presentations. Moreover, a positive school climate, one in which learning is meaningful, motivating and fun, predicts academic success, prevents violent behavior, increases teacher retention and ensures that students develop healthily (Cohen et al. 2009: 181). Kao and Oxford (2014: 120), for example, see potential in music, which is supposed to “help learners stay engaged in and excited by their language learning journey”. As the scholars justly state, “[m]otivation is fundamental to a successful learning process” (2014: 120). With their innovative strategy of making use of hip-hop music in English classes, Kao and Oxford (2014: 117) were able to prove that experiencing positive emotions in the classroom creates a more positive attitude and encourages students to study. Oxford (2017: 183) refers to another intervention that can be employed in classrooms to increase positive emotions, namely the so-called “situation-analysis technique”, developed by Seligman (2011). This technique consists of four steps: “(1) thinking about a time/event when positive emotions, such as pride, gratitude, pleasure, satisfaction, interest or hope, were felt; (2) recalling situational details; (3) giving the situation a name; and (4)

specifying the emotion(s)” (Oxford 2017: 183; cf. Seligman 2011: 141). Through this exercise, students are prompted to shift their focus to personal positive experiences. Other interventions can include discussing poetry (Helgesen 2014) or engaging in altruistic acts such as helping others in order to remove focus from oneself (Murphey 2014). In this context, Murphey (2014: 325) proposes the implementation of “student task-based teaching” since this approach shifts the focus to the students’ ability to help others as opposed to just learning for themselves. This results in students being more likely to appreciate the learning process, ensuring that they view the content that is being taught as meaningful and profitable.

Since lesson time is perceived a valuable good, many teachers might argue that having to follow yet another rule book is simply not possible as they must focus on incorporating activities which help students practice their language skills. In this context, Helgesen (2014: 305) proposes looking at activities which follow the concept of positive psychology as an opportunity to improve learning settings and possibilities, rather than perceiving it as yet another responsibility. While Helgesen (2014: 305) acknowledges that teachers are indeed busy and need to keep track of more than just the things that are happening in the classroom, he prompts teachers to reflect on their methods and to try to achieve the desired linguistic outcome through exercises which are inspired by the principles of positive psychology (Helgesen 2014: 308). Likewise, Fresacher (2014: 356) advocates the educational use of positive psychology and, similar to Helgesen (2014: 323), suggests activities which highlight a positive relationship to the learning and use of languages. The scholar, for instance, introduces meditation in the form of visualization where the students produce a descriptive text about their “place of calmness” (Fresacher 2014: 354), focusing on what can be felt, smelled, heard or tasted. This description is then corrected for accuracy and finally read aloud in class. The benefit of this exercise, as Fresacher (2014: 354) explains, does not only lie in overall stress reduction but also in the prevention of anxiety prior to exams or presentations. A similar activity was proposed by Helgesen (2014: 312), who has implemented “guided journeys”. Throughout these mental journeys, the teacher helps students restore a positive experience or occasion. This so-called “re-experience” (Helgesen 2014: 312) is meant to help students establish deeper emotions regarding the event. After having visualized said incidence, the learners write about it individually or talk about it in groups. Another activity Fresacher (2014: 349) recommends is called the “three gratitudes” in which students write down three things they are thankful for with regards to their second language before going to bed. In a similar vein, Helgesen (2014: 313) suggests asking students to note down three positive things which happened every day for one week and justify why these things were good. Such activities have been proven effective in

evoking positive emotions, boosting confidence and alleviating anxiety, all of which encourage and help students to communicate in the target language (Fresacher 2014: 349).

As can be concluded from findings such as those outlined above, emotions do have an influence on FLL, which is why it is imperative for educators to understand their role. Thus, the following section will elaborate on positive and negative emotions experienced by students in the foreign language classroom.

2.2. Learners' emotions in the foreign language classroom

An educator's responsibility is not only to impart knowledge and equip students with subject-specific technical and methodological competence, but also to promote and establish a beneficial and constructive learning atmosphere. Nevertheless, the role of emotions in FLL and foreign language teaching was neglected for a long time and has been described by scholars as the "elephant in the room" (Prior 2019: 516; see also Dewaele 2019; Swain 2013).

Studies focusing on the role of emotions in second language learning and teaching have, for a long time, focused on negative emotions with FLA being the most frequently investigated (see Dewaele 2010; Gkonou, Daubney, & Dewaele 2017; Gregersen, MacIntyre & Olsen 2017; Horwitz 1986, 2000; MacIntyre 2002; Woodrow 2006; Young 1991). Research tended to place emphasis 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). However, with the introduction of positive psychology to SLA, scholarly interest was shifted to the exploration of positive emotions, with FLE being the center of attention (Li 2019).

Tying in with Fredrickson's (2001, 2003, 2006) broaden-and-build theory, MacIntyre and Gregersen (2012: 201) propose that teachers have the power to "create positive-broadening emotional conditions" and "modify learners' negative-narrowing reactions". They explain emotional reactions can be controlled to some extent, meaning that despite the at times unpredictable nature of emotions as an involuntary reaction, they can still be influenced (MacIntyre & Gregersen 2012: 200). To do so, educators must "set up conditions to provoke a reaction" and "work with the cognition that modifies the emotional schema" (MacIntyre & Gregersen 2012: 200). The scholars advise educators to encourage students to use their imagination and create "possible selves" which helps in translating "ideas into action" (MacIntyre & Gregersen 2012: 201). Imagination can also affect one's response to a negatively conditioned stimulus such as anxiety and be used to transform negative, emotionally narrowing

responses into a so-called “relaxation response” (MacIntyre & Gregersen 2012: 205). Of course, there are certain situations which are anxiety-inducing in themselves, such as exams or presentations. In such cases, teachers are called to create a safe and trusting atmosphere, guided by the principles of positive psychology (MacIntyre & Gregersen 2012: 211).

It must be noted, however, that the experience of positive emotions is not merely the absence of negative ones (Fredrickson 2001: 221). Dewaele and MacIntyre (2016: 230) highlight that a decrease in FLCA does not automatically translate to an increase of FLE. Dewaele et al. (2018: 694) affirm that FLCA and FLE indeed function as independent dimensions, which mirrors MacIntyre and Mercer’s (2014: 163) conceptualization of the relationship between positive and negative emotions as a two-dimensional sphere.

Since emotions are “the heart of language learning and teaching” (Dewaele et al. 2019: 1) and understanding them is as essential to teachers as being able to read a map is for captains of a ship, the following sections aim at providing an overview of the study of emotions in applied linguistics research. First, the most widely studied emotion, FLCA, will be explained and an overview of previous research in the field will be given. This is followed by the exploration of FLE and the introduction to an emotion which has only recently gained recognition, boredom. Moreover, pedagogical implications of the experience of these emotions for the language classroom will be discussed.

2.2.1. Defining foreign language classroom anxiety

In the context of the language classroom, MacIntyre and Gardner (1991: 297) note that “initially, anxiety is an undifferentiated, negative affective response to some experience in language class”. Students might feel tense, nervous, worried, or upset which can manifest physically and thus result in a pounding heart or dampened palms (Gregersen & MacIntyre 2014: 32). Over time, however, this anxiety “becomes reliably associated with the language class and differentiated from other contexts” (MacIntyre & Gardner 1991: 297). According to Gregersen and MacIntyre (2014: 4), its debilitating nature causes anxiety to interfere with how foreign languages are acquired, produced, and retained. More specifically, a feeling of unease or nervousness as well as fearful anticipation might lead to being worried or emotional and can, in the long run, result in “cognitive interference from self-derogatory cognition, thus eliciting performance deficits” (Gregersen & MacIntyre 2014: 32). Accordingly, Gkonou (2017: 136) adds that it hinders interaction among learners and again highlights that it impedes the learning process of a target language, which includes acquiring, retaining, and producing it.

Dewaele et al. (2018: 693) recognize that, for a long time, research on affective variables in SLA almost exclusively focused on negative emotions (see also Gkonou, Daubney & Dewaele 2017; Horwitz 2010). Krashen (1982: 30) was among the first to stress the importance of affective variables in foreign language acquisition and introduced the “Affective Filter hypothesis”. According to this theory, a filter, or rather barrier, is created by high levels of anxiety or low levels of self-esteem which, in turn, hinder cognitive processing of language input (Krashen 1982: 31). Soon after, Horwitz, Horwitz and Cope (1986) inspired linguists to study foreign language classroom anxiety (FLCA) and described this emotion as a “distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (Horwitz, Horwitz & Cope 1986: 128). Şimşek and Dörnyei (2017: 51) also highlight the complexity of FLCA and explain that anxiety can be conceptualized in a variety of ways since it can, for instance, be related to one’s personality (trait anxiety) or be situation-specific (state anxiety). Horwitz, Horwitz and Cope (1986: 127) were able to identify “three related performance anxieties: 1) communication apprehension; 2) test anxiety; and 3) fear of negative evaluation”. Communication apprehension, in this case, does not refer to the anxiety that is experienced when speaking an FL but rather points to the anxiety experienced when speaking in public in one’s L1 (Horwitz 2017: 33). As the name suggests, test anxiety is directed towards situations in which one is being tested as well as the anticipation of this event. Lastly, those experiencing “fear of negative evaluation” are afraid of being judged negatively (Horwitz 2017: 33). Notably, Horwitz (2017: 31) stresses that FLA must still be seen as a separate construct and emphasizes that these three anxieties are not constituents of FLA but are related to it.

Due to the multi-faceted nature of FLCA, Horwitz (2010: 154) accentuates the need to define FLA as “situation-specific”. “Situation”, in this case, does not merely imply a specific setting, as, for example, English classes. Rather, FLA is understood as “the worry and negative emotional reaction when learning and using a second language” (Gregersen & MacIntyre 2014: 3). She argues that, in the past, the construct proposed by Horwitz, Horwitz and Cope (1986) was greatly misunderstood in that “Communication Apprehension plus Test Anxiety plus Fear of Negative Evaluation in various proportions formed an equation that resulted in Foreign Language Classroom Anxiety” (Horwitz 2017: 33). The scholar stresses that FLA must not be conceptualized as an accumulation of various anxieties but rather stems from “distress at their [learners’] inability to be themselves and to connect authentically with other people through the limitation of the new language” (Horwitz 2017: 41).

A tool which has been widely used in SLA research to measure FLCA is Horwitz, Horwitz and Cope's (1986) "Foreign Language Classroom Anxiety Scale" (FLCAS), which has since been adapted and shortened by Dewaele and MacIntyre (2014). In the early years of research into FLCA, a period labeled "Confounded Phase" by MacIntyre (2017: 11), scholars had not yet respected the fact that, as MacIntyre (2017: 12) explains, "not all types of anxiety that can be defined and measured are likely to be related to language learning". With the introduction of the FLCAS scale, Horwitz, Horwitz and Cope (1986) heralded a new era of research, the so-called "Specialised Approach" (MacIntyre 2017: 14) wherein experiences of anxiety specifically tied to languages were recognized and studied. Rodríguez and Abreu (2003: 365) note that the scale denotes the scholars' conceptualization of FLCA and stress that 20 of the 33 items measure anxiety when listening to an FL or speaking it. The items are measured on a five-point Likert scale ranging from "strongly disagree" to "strongly agree" and the instrument has proven reliable and valid (Aida 1994). Botes, Dewaele and Greiff (2020: 30) comment that the FLCAS scale is the most commonly used instrument in this context as it is not limited to a certain domain or skill as would be the case for the French Class Anxiety Scale (Gardner & Smythe 1975) or the Second Language Speaking Anxiety Scale (Woodrow 2006).

To summarize, FLCA is best described as a unique type of state anxiety, a "moment-to-moment experience of anxiety; it is the transient emotional state of feeling nervous that can fluctuate over time and vary in intensity" (MacIntyre 1999: 28), inherent to it being situation-specific. It must be noted, however, that FLCA is mainly ruled by learner-internal factors, indicating a trait-like nature (Dewaele & Dewaele 2020: 57). The various factors which influence FLCA will be explored in the next section.

2.2.1.1. Variables influencing FLCA

It has already been established that FLCA is situation-specific and unique to second language learning (Horwitz, Horwitz & Cope 1986: 128). When it comes to its sources and causes, previous studies have revealed that both learner-internal and learner-external variables directly influence FLCA. Dewaele and MacIntyre (2019: 281) note that the former, more specifically personality traits including emotional stability and social initiative, seem to predict FLCA the strongest. Confirming findings of previous studies (see, e.g., Dewaele 2013: 682), they found that students with higher levels of extraversion tend to be less anxious, while those scoring high levels of neuroticism are more prone to experiencing FLCA (Dewaele & MacIntyre 2019: 279).

MacIntyre (2017: 28) argues that since anxiety is extremely complex and encompasses both internal and social dimensions, research into FLCA has recently entered a more dynamic phase with anxiety being investigated with regard to various experiences relating to language learning. According to the scholar (MacIntyre 2017: 21), the reasons for FLCA can be categorized into academic, cognitive and social causes. Academic reasons include testing methods, mispronunciation and intimidating teachers, cognitive causes could be “biased perceptions of proficiency”, or “low self-esteem”, and social reasons encompass a fear of being misunderstood, ridiculed, or embarrassed. Correspondingly, Hanifa (2018: 236) underlines that foreign language speaking anxiety is highly complex and explains that it can be influenced not only by cognitive factors (e.g. lack of topic knowledge), but also by affective factors (e.g. lack of self-confidence) and performance factors (e.g. insufficient time to plan, practice or rehearse). Horwitz, Horwitz and Cope (1986: 126) claim that spontaneous speaking activities are among the most anxiety evoking. This assumption was substantiated by Kim (2009: 152), who discovered that speaking activities are far more anxiety inducing than lessons focusing on reading. Interestingly, Horwitz (2001: 121) observes that FLCA tends to arise in students who “have a low self-concept as language learners”. In their meta-analysis, Botes, Dewaele and Greiff (2020: 45) affirm the negative link between FLCA and language performance and achievement and explain that weak performance might also increase FLCA. Similarly, Waldschütz (2020: 45) found that students with better grades were less likely to experience FLCA. In this context, MacIntyre and Gregersen (2012: 103) note that low achievement tends to be a reliable predictor of FLCA.

A variable which seems to mitigate FLCA, however, is familiarity. Kim (2009: 153), for instance, found that “prior exposure to or experience with English corresponded to lower anxiety” (see also Rodríguez & Abreu 2003). This reflects findings by Dewaele and MacIntyre (2014: 262), where statistical analysis revealed that those who scored higher in self-perceived proficiency reported lower levels of FLCA, and by Dewaele et al. (2018: 691) who confirm that FL learners who have more experience tend to be less anxious.

Intriguingly, Dewaele, Petrides and Furnham (2008: 911) found that multilinguals who solely learned and used the target language in a classroom setting had higher levels of FLA. Thus, there seems to be an important social component. Dewaele, Petrides and Furnham (2008: 911) observed that “a stronger socialization in a language” and “a larger network of interlocutors” are linked to lower levels of FLA, which was later confirmed in a study conducted by Dewaele (2013). Referring to Schlenker and Leary (1982), Gregersen and MacIntyre (2014: 8) explain

that if learners are anxious, they might avoid social exchanges and limit communicative acts in the FL.

In a large-scale study which was carried out among language learners from across the world, Dewaele and MacIntyre (2014: 262) discovered differences in FLCA based on the students' level of education. While it slowly increases from mid high school to undergraduate studies, there is a significant decrease in FLCA levels among students in the master's or doctoral program (Dewaele & MacIntyre 2014: 253). A similar pattern was found with regard to age. While there is a peak in anxiety levels among teenagers, FLCA levels decrease once individuals reach their twenties (Dewaele & MacIntyre 2014: 254). Moreover, a link between FLCA and gender was discovered which is in line with findings by Dewaele et al. (2016: 41) who found that females experienced FLCA more frequently than males. More specifically, they were more worried about making mistakes and exhibited less self-confidence. This pattern was also corroborated in a later study by Dewaele et al. (2018: 691) who observed that female learners are more "emotionally involved" when learning an FL. Another learner-internal variable which has been linked to FLCA is language learning history. Dewaele and MacIntyre's (2014: 251) study showed that participants who know at least three foreign languages as well as those who have reached a higher proficiency level are less prone to experience FLCA. Furthermore, Dewaele et al. (2018: 685) found a significant negative link between FLCA and pupils' relative standing in the group. Thus, a student's social position in a class seems yet another learner-internal variable not to be underestimated.

While investigating the stability of FLCA among preservice teachers who were studying French and English simultaneously, Rodríguez and Abreu (2003: 366) raised an intriguing question: "Does FL anxiety vary according to a specific target language or is it independent of the native language-FL pairing?". The results suggested that FLA is a stable construct, confirming results of an earlier study (Saito et al. 1999) which showed no significant difference in FLCA across English versus French among university students (Rodríguez & Abreu 2003: 369). Since contextual factors were not considered in this study, Kim (2009: 143) decided to explore the impact of two different instructional contexts. The researcher compared reading and conversation classes and found that students' anxiety levels were higher during the conversation course as opposed to the reading course. This implies that active language production is more anxiety-provoking than having to demonstrate receptive skills, an issue which will be explored in more depth in the following section tackling implications of research into FLCA.

In exploring the context-specificity of FLA, De Smet et al. (2018) investigated FLCA in CLIL vs. non-CLIL contexts. A total of 896 primary- and secondary-level students from Belgium with French as their L1 learning English or Dutch in either a CLIL or non-CLIL educational context were surveyed (De Smet et al. 2018: 54). The researchers found that students were more likely to experience FLCA in non-CLIL as opposed to CLIL classes (De Smet et al. 2018: 58). Interestingly, De Smet et al. (2018: 62) report that students' socio-economic status as well as a higher IQ were most likely moderating variables. When it comes to the target language, students learning English experienced slightly less anxiety than those learning Dutch. Investigating contextual differences between L1 and FL classes, Resnik and Dewaele (2020: 1) found that learners are much more likely to experience anxiety in FL classes as opposed to their German L1 classes. This difference in anxiety levels is most likely linked to the participants' (self-perceived) proficiency as well as how frequently the respective language is used, both of which are arguably higher in one's L1 (Resnik & Dewaele 2020: 9). Similarly, a study conducted among Turkish students studying English and Italian at a secondary immersion school showed that FLCA levels were higher in Italian as opposed to English lessons (Dewaele & Proietti Ergün 2020: 45). Also in this case, higher levels of anxiety were linked to students' lower self-perceived proficiency though the scholars add that students also reported feeling more pressure to perform well in Italian as this would allow students to enroll in a specific diploma program (Dewaele & Proietti Ergün 2020: 52).

Another context which has recently gained importance is that of online classrooms. Resnik, Moskowitz and Panicacci (2021: 110) found that the dependence on and lack of control over technology has generated a new dimension of FLCA with learners worrying about issues with equipment, new online tools and poor internet connection.

Lastly, the relevance of teacher-related variables has been investigated. In their study among high school students from London, Dewaele et al. (2018: 690) found that teacher-related variables, such as students' attitude towards them or their predictability, seem to have little impact on FLCA. Ewald (2007: 135) made a contrasting discovery with Spanish FL university students reporting on the "powerful role of the teacher in producing and relieving anxiety". The researcher adds that, alarmingly, various participants seemed to accept FLCA as an "unavoidable, natural element" of language learning (Ewald 2007: 135).

It has now been established that FLCA is highly detrimental to the language learning process. This negative emotion not only has academic and cognitive repercussions but also social ones which is why it is important to consider its implications in SLA (MacIntyre 2017: 17). Thus,

the following section will explore the implications of FLCA when it comes to areas such as achievement, students' self-perception as well as their capability and willingness to learn and communicate.

2.2.1.2. *Implications of FLCA in SLA*

Understanding FLA helps educators understand how students go about learning, why they continue doing so, and why they might stop pursuing their language learning goals (Horwitz 2001: 121). FLA is arguably the most destructive of all emotions to be experienced in the language classroom and can have detrimental academic, cognitive, and social effects (MacIntyre 2017: 17). Academically speaking, FLA might lead to "poor academic achievement" (see Gardner 1985), "decreased self-perception of second language competence" (see Gregersen 2003) and "overstudying" (MacIntyre 2017: 17). Echoing findings by MacIntyre and Gardner (1991), anxiety was proven to interfere with cognitive processes and the learners' performances at all three stages of language learning, namely "input, processing and output" (see MacIntyre & Gardner 1991) and has a negative impact on both speed and accuracy of learning. MacIntyre (2017: 17) describes that, like a filter, FLA prevents "information from getting into the cognitive processing system". In an interview-based study among Spanish FL learners, Gregersen (2003: 25) found that participants with higher FLA scores were more likely to make errors and more prone to codeswitching during conversations in English. More importantly, anxious learners overestimated the number of errors that were made and showed limited efficacy in dealing with them (Gregersen 2003: 25).

In the social context, FLA hinders communication, decreases so-called "linguistic self-confidence", and can even lead to an apprehension of languages (MacIntyre 2017: 17). The communicative language teaching approach (Hedge 2000: 44) prompts teachers to increase student talking time and provide more space for classroom interaction. However, educators must keep in mind that negative experiences during speaking tasks as well as the fear of being evaluated can have an impact on "an individual's self-concept as a competent communicator and lead to reticence, (...) fear, or even panic" (Horwitz, Horwitz & Cope 1986: 128). Thus, it is of vital importance for teachers to establish a "positive affective climate" (Long & Porter 1985: 211) or, in other words, a low-anxiety environment, one in which students not only feel comfortable but also safe to express themselves, without having to fear judgement (Burns 2017: 247; Curtain & Dahlberg 2010: 98). Moreover, anxiety in the context of speaking classes typically stems from its improvised nature and a fear of having to perform publicly (see Kim

2009: 154). Of course, interaction formats must be chosen in accordance with the learners' needs; however, especially pair work has been proven to be conducive to a "positive affective climate" (Long & Porter 1985: 211). Another effective way in which silent participants can be encouraged to actively participate are group discussions. This is a social format which, according to Green, Christopher and Lam (1997: 137), is conducive to fluent interaction. What should be kept in mind is that it might be tempting for students to slip back into their L1 if group members share the same mother tongue. To counteract this, teachers should prompt students to "keep to the target language" (Ur 1996: 120).

It must be kept in mind, however, that even though speaking inhibition has been linked to anxiety (see Hanifa 2018; Ahn, Tran & Le 2020), it can also be caused by cognitive factors such as low control of grammar, difficulties with pronunciation, or lack of vocabulary (Amelia et al. 2019). Kim (2009: 153) also reminds educators that public speech as well as improvisation can lead to students experiencing what he calls "inherent levels of anxiety", meaning that students might experience anxiety irrespective of their learning environment.

It should also be noted that errors must be corrected sensitively and that fluency activities, especially when it comes to oral production, might be a favorable option to accuracy-based ones if the goal is to increase student talking time and alleviate FLA (Gregersen & MacIntyre 2014: 11). Even though error-correction is required in language classrooms, teachers should primarily rely on formative feedback and evaluation which prioritizes the learning process and shifts the focus to improvement rather than perfection (Ewald 2007: 31).

FLA also has adverse effects on the learners' receptive skills, listening and reading. A study conducted by Elkhafaifi (2005: 214) revealed "significant negative correlations among listening anxiety, listening comprehension grade, and final course grade". Gregersen and MacIntyre (2014: 8) note that an aspect which is especially anxiety-provoking when it comes to this receptive skill is the communicative aspect of listening. What is meant here is that understanding what someone is saying is crucial in order to be able to respond in an appropriate manner. Thus, listening anxiety might in fact be tied to speaking anxiety, at least in the context of spontaneous speech (Gregersen & MacIntyre 2014: 8). This is especially true when considering that listening is a "transitory event", meaning that the main message of the sender could easily be missed by the receiver if the latter happens to be inattentive (Gregersen & MacIntyre 2014: 8). When it comes to reading, it seems that "lack of task familiarity" and "text difficulty" are particularly conducive to anxiety arousal since, as Gregersen and MacIntyre (2014: 9) put it, the "written word can be intricately complex and cognitively demanding". To

counteract this, teachers could make use of graded readers which tend to be lower in lexical density and overall complexity. Moreover, students can be supported through the implementation of pre-reading tasks so they can familiarize themselves with the text content-wise or language-wise, for instance by activating their schematic knowledge (Hedge 2000: 189). Being able to draw on one's topic and sociocultural knowledge through top-down, schematic processing to make sense of a text has been proven especially helpful (Hedge 2000: 189-191).

Since solely "classroom-based language instruction" (Dewaele, Petrides & Furnham 2008: 911) has proven to contribute to FLA, prompting learners to use English outside of the lessons, for instance during extracurricular activities or during projects such as a theatre production, might be a useful way to mitigate levels of anxiety. Referring to Krashen's Affective Filter Hypothesis (1982), Carson (2012: 55) emphasizes the benefits of drama activities in SLA, which are conducive to reducing anxiety and stress levels and help students grow more confident. Kim (2009: 154) urges teachers to adapt their instruction as well as the social format depending on the learners' needs and recommends allowing students to "familiarize themselves with the oral tasks" and suggests implementing anxiety-management strategies.

As mentioned above, Dewaele et al. (2018: 693) recognize that, for a long time, research on affective variables in SLA almost exclusively focused on negative emotions (see also Gkonou, Daubney & Dewaele 2017; Horwitz 2010). Recent studies have, however, reported on FLE being much more context-specific with the teacher having more influence on fostering positive emotions as opposed to preventing negative ones, such as FLCA (see Dewaele & Dewaele 2020; Dewaele et al. 2018; Dewaele, Franco & Saito 2019; Dewaele & MacIntyre 2019; Jiang & Dewaele, 2019). What used to be considered FLCA's "positive-emotion counterpart" (Botes, Greiff & Dewaele 2021: 858) has now been acknowledged an independent dimension of classroom emotions (Dewaele & MacIntyre 2014). As positive emotions are proven to have a positive, broadening effect on SLA (Fredrickson 2001; MacIntyre & Gregersen 2012) and have been linked to lower anxiety levels (Dewaele & Dewaele 2017; Dewaele & MacIntyre 2014), it is of great importance that teachers know the various factors which catalyze and hinder FLE in the classroom. Therefore, the following section is dedicated to the exploration of FLE.

2.2.2. Defining foreign language enjoyment

Botes, Greiff and Dewaele (2021: 858) fittingly describe FLE as “the embodiment of positive psychology principles in applied linguistics”. As mentioned above, positive psychology is not only concerned with “positive internal experiences” but also with “institutions that enable people to flourish” (MacIntyre & Mercer 2014: 154), with schools being one of them. An important distinction which needs to be drawn is that between an enjoyable lesson and a pleasurable one. While pleasure is usually tied to the mere satisfaction of “homeostatic needs”, enjoyment is typically experienced when individuals “break through the limits of homeostasis—when they do something that stretches them beyond what they were” (Seligman & Csikszentmihalyi 2000: 12). Therefore, enjoyment is an emotion that is felt when students outdo themselves. Accordingly, Dewaele and MacIntyre (2016: 216) define FLE as “a complex emotion, capturing interacting components of challenge and perceived ability that reflect the human drive for success in the face of a difficult task”. This drive for success is intensified when the task an individual commits to is of importance to them (Dewaele & MacIntyre 2016: 217).

Tying in with the conceptualization of FLE being the epitome of positive psychology in FLL, Dewaele and MacIntyre (2014: 242) explain that enjoyment is a crucial constituent of flow, a concept first introduced by Csikszentmihalyi (1975, 1990). It is, in this context, best described as “a positive state where challenges and skills to meet them are aligned well” (Dewaele & MacIntyre 2014: 242). Thus, FLE goes beyond merely satisfying one’s needs and seems to be tied to a sense of accomplishment in an area that is unprecedented. Considering this, it is a teacher’s responsibility to create “a true learning environment where students believe in the value of learning a language, where they feel they can face that challenge and where they understand the benefit they can get from attaining it” (Arnold & Fonseca 2007: 119).

Dewaele and MacIntyre (2016: 233) have introduced the distinction between a personal and a social dimension of FLE. Hence, FLE is not only dependent on the learners and their subjective experience but also on the social context they find themselves in, i.e. their peers as well as their teachers. On a personal level, students’ satisfaction with themselves once they have accomplished something as well as their “thoughts and feelings” (Dewaele & MacIntyre 2016: 233) are reflected. When it comes to the social dimension of FLE, Dewaele and MacIntyre (2016: 225) note that engaging “in meaningful ways” as well as learning in a “supportive environment” among “encouraging peers” are at the heart of FLE. This was substantiated by Resnik and Schallmoser (2019: 541) who note, based on the findings from their study into

tertiary-level learners' FLE experienced in an e-Tandem scheme, that "aspects that contributed most to the enhancement of participants' perceived enjoyment were primarily linked to interpersonal relations". Correspondingly, Li, Jiang and Dewaele (2018: 194) highlight that the "given social context of foreign language learning" has as much influence on FLE as one's individual experiences. Based on their study in the Chinese context, they conceptualize FLE as consisting of three dimensions, namely "FLE-Private, FLE-Teacher and FLE-Atmosphere" (Li, Jiang & Dewaele 2018: 194). Corroborating findings from previous studies, they explain that even though interactions with peers as well as a pleasant learning atmosphere can have an impact on FLE, teachers have far more influence on the experience of this positive emotion (Li, Jiang & Dewaele 2018: 193). This might be due to the teacher-centered nature of Chinese classrooms as well as the fact that teachers are considered "figures of unquestioned authority" in this cultural context (Li, Jiang & Dewaele 2018: 193). Findings by Dewaele et al. (2018: 693) as well as Dewaele and Dewaele (2020: 45) confirm the impact of teachers on students' perceived enjoyment and its applicability to other contexts since the participants were British high school students. Dewaele et al. (2018: 693) add that fostering a positive student-teacher relationship contributes to FLE.

2.2.2.1. Variables influencing FLE

While FLCA is primarily tied to the learner's personality, FLE has mainly been linked to social or environmental factors, which include teachers as well as peers (Dewaele, Franco & Saito 2019). Dewaele and Dewaele (2020) were the first to explore teacher-related predictors of positive and negative classroom emotions with two different instructors in the same language. Their survey among high school students based in London revealed that "FLE is more teacher-dependent than FLCA" (Dewaele & Dewaele 2020: 46). Similar results were yielded by Dewaele et al. (2018: 694) who found that it does not suffice to merely reduce FLCA if one seeks to increase enjoyment in the classroom. Nevertheless, Dewaele and MacIntyre (2016: 233) did find that FLE and FLCA correlate negatively with a "modest" effect size.

Dewaele and MacIntyre (2014) were the first scholars to introduce a scale to measure FLE, which was created to complement research into the role of learner emotions in SLA, a field dominated by the exploration of FLCA at that time. Since then, the 21-item scale has been shortened and translated into a variety of languages, with the most recent version being the Short Form Foreign Language Enjoyment Scale (S-FLES) (Botes, Dewaele & Greiff 2021:

858), which consists of nine positively phrased items capturing the three subdimensions “teacher appreciation, personal enjoyment, and social enjoyment”.

One of the most relevant teacher-specific variables in this context seems to be the instructor’s frequency of use of the FL, which has been linked to higher levels of FLE (Dewaele et al. 2018: 692). Interestingly, Dewaele, Franco and Saito (2019: 422) found that participants whose teachers are native speakers of English tend to experience more FLE. They explain that this might be because of FL speakers’ “lack of confidence/willingness to use the target language” (Dewaele, Franco & Saito 2019: 422), highlighting the teacher’s position as a role model. Resnik and Schallmoser (2019: 541) found a similar pattern outside the walls of the classroom and report that FLE was boosted when German and English FL university students from the UK, US and Austria communicated with L1 speakers in an e-Tandem setting. Furthermore, a teacher’s likability plays a crucial role in fostering enthusiasm in students, which in turn increases feelings of flow and helps improve learners’ (perceived) performance in a FL (Dewaele et al. 2018: 692). However, not only the teacher can have an influence on FLE but also a learner’s perceived relative standing in a group (see, e.g., Dewaele & MacIntyre, 2014; Dewaele et al. 2018).

Regarding learner-internal variables, Dewaele et al. (2018: 684) found that age can predict FLE, and their research confirms the findings by Dewaele and MacIntyre (2014: 253), who discovered that older students tend to find their FL classes more enjoyable than younger ones. Older, in this case, means learners aged between thirty and seventy. Moreover, students at university level scored higher than learners in secondary school (Dewaele & MacIntyre 2014: 252). A study among British students revealed that learners of fourteen or fifteen years of age showed the lowest levels of FLE which might be because of test preparation for the upcoming General Certificate of Secondary Education (GCSE) exams and A-levels prevailing the lessons (Dewaele et al. 2018: 691). De Smet et al. (2018: 59) also found that students at primary level experienced more enjoyment than secondary-level students.

Some other influential learner-internal variables which have been positively linked to FLE are perceived FL proficiency (see, e.g., Botes, Dewaele & Greiff 2021; Dewaele & MacIntyre 2016; Li 2020) as well as actual proficiency (Li et al. 2018; Saito et al. 2018). A more recent publication also revealed a highly significant positive link between FLE and grades (Waldschütz 2020: 44). Moreover, multilingualism seems to be beneficial in this area since the number of languages known can promote enjoyment in FL classes (Dewaele & MacIntyre 2014;

Botes, Dewaele & Greiff 2021). Lastly, a positive correlation between TEI and FLE has been revealed (Li 2020: 258; Resnik & Dewaele 2020: 13).

Moreover, a link between FLE and students' WTC, which is understood as a learner's "readiness to enter into discourse at a particular time with a specific person or persons" (MacIntyre et al. 1998: 547), has been discovered. More specifically, social FLE seems to positively influence students' WTC meaning that teachers are urged to create an encouraging and affirmative learning atmosphere (see Dewaele 2019; Dewaele & Dewaele 2018). In an interdisciplinary study, Lee (2022) investigated the interplay of grit, someone's "perseverance and passion for long-term goals" (Duckworth et al. 2007: 1087), classroom enjoyment and WTC among Korean, English as a Second Language (ESL) students, differentiating between learners at middle school, high school, and university level. Among all cohorts, the external variable of classroom enjoyment was predictive of L2 WTC (Lee 2022: 452).

In line with Daniels and Stupinsky (2012: 225) who note that learner autonomy is crucial in online courses, Resnik and Dewaele (2021: 31) add that autonomous learners are better equipped to cope with new, possibly challenging contexts such as emergency remote learning. The scholars found that, regardless of the circumstances, more autonomous learners find their FL classes more enjoyable. A similar pattern was uncovered with regard to TEI, which has been linked to higher levels of enjoyment (Resnik & Dewaele 2020; Resnik & Dewaele 2021). A study investigating positive and negative emotions in L1 classes, in this case German, and EFL classes revealed that those learners who are more emotionally intelligent tend to perceive FL and L1 classes as more enjoyable (Resnik & Dewaele 2020: 7). Moreover, TEI was linked to higher achievement (Resnik & Dewaele 2020: 1). In total, 768 high school and university students took part in the survey in German language (L1) and English language (FL) classes in the German-speaking world. Interestingly, statistical analysis revealed that both higher levels of FLE and higher levels of FLCA were experienced in English classes as opposed to German classes (Resnik & Dewaele 2020: 1).

De Smet et al. (2018) explored the possible context-specificity of FLE in CLIL vs. non-CLIL contexts in primary and secondary schools located in French-speaking Belgium. While no significant difference in FLE could be ascertained regarding the educational approach, the scholars did find that students learning English experienced more enjoyment as opposed to learners of Dutch. In a follow-up study, the scholars were able to confirm that the perceived attractiveness of the target language as well as its task value have more influence on students'

attitude towards it than the chosen educational approach (De Smet et al. 2019: 14). This was especially noticeable among students at secondary level who were also more motivated to learn English (De Smet et al. 2019: 15). The scholars explain that this difference is most likely context specific. While English tends to be perceived as “a popular and global language” (De Smet et al. 2019: 14), Dutch is spoken by another community in multilingual Belgium which might have a less favorable influence on learners’ attitude towards the language which, according to De Smet et al. (2019: 3), seems to be “neutral at best”.

Moreover, students’ cultural backgrounds were shown to have an impact on FLE. Dewaele and MacIntyre (2014: 263) found that students from North America were more likely to experience FLE while Asian learners exhibited lower levels of FLE. Though no significant differences in enjoyment were found among Turkish students studying English and Italian at an Italian immersion school, a positive link between higher levels of FLE was revealed across contexts (Dewaele & Proietti Ergün 2020: 45).

Interestingly, Resnik and Dewaele (2021: 21) observe that online classes seem to dull emotions in a classroom context, which might be due to the disembodied nature of the virtual world which has “less emotional resonance”. It should be noted that data was yielded in an emergency-remote learning and teaching context. Considering the continuous shift to (planned) online classes, instructors must ensure that students have the opportunity to engage with others in a supportive environment and receive extensive feedback (Resnik & Dewaele 2021: 22).

Since recent research findings (see Dewaele & Dewaele 2020; Dewaele et al. 2018; Dewaele, Franco & Saito 2019; Dewaele & MacIntyre 2019; Jiang & Dewaele, 2019) have led to the realization that teachers have more influence on increasing enjoyment among their students, rather than easing negative emotions, it seems worthwhile to explore how this can be accomplished. This will be the focus of the following section.

2.2.2.2. *Implications of FLE in SLA*

In line with MacIntyre and Mercer (2014: 159), who propose that the experience of positive emotions ensures that students are “open to being exposed to more comprehensible input”, Saito et al. (2018: 709) revealed that the frequent use of an FL, combined with positive emotions, has a positive effect on acquisition. Since “happy learners are more likely to be successful learners” (Resnik & Dewaele 2020: 13), teachers should be aware of methods which can aid in establishing “positive-broadening emotional conditions among their students” (MacIntyre & Gregersen 2012: 210).

Dewaele, Franco and Saito (2019: 424) compare the role of a teacher in boosting FLE to that of a gardener and explain that “teachers who create a positive emotional atmosphere in their FL classroom, allowing flow to occur, are like gardeners preparing the soil of a well-situated garden: They allow learners to develop deep roots and grow rapidly toward the sun”. It is of great importance to create an “emotionally safe classroom environment” (Dewaele et al. 2018: 680) which in turn promotes experimenting in the FL (see Dewaele 2015; Dörnyei & Csizér 1998; Dörnyei & Murphey 2003; Gregersen & MacIntyre, 2014). Moreover, joy, which is considered a key component of enjoyment (Dewaele & MacIntyre 2014: 242), “creates the urge to play, expand boundaries, and creativity” (Fredrickson 2001, cited in MacIntyre & Gregersen 2012: 207).

It has been established that enjoyment “leads to personal growth and long-term happiness” (Seligman & Csikszentmihalyi 2000: 12). It should be noted, however, that individuals tend to choose pleasure over enjoyment, an inclination revealed by Seligman and Csikszentmihalyi (2000: 12). In a teaching context, this might imply that teachers need to create enjoyable moments. Botes, Dewaele and Greiff (2021: 872) stress the importance of supportive educators and urge them to be humorous and empathetic. The latter has also been promoted by Ariza (2002: 725) who believes that empathetic teaching is the key to establishing a safe community in which students can be more confident and connect with their teacher which, in turn, supports SLA. Dewaele, Franco and Saito (2019: 412) have reached a similar conclusion and report that the friendliness of teachers was the “strongest positive predictor of FLE” in their study among adult FL students of English from Spain. Moreover, as mentioned above, the perceived relative standing in a group has an influence on FLE (see, e.g., Dewaele & MacIntyre 2014; Dewaele et al. 2018) which is why teachers should make an effort to reinforce the class community spirit.

Dörnyei and Csizér’s study (1998: 215), which was conducted among approximately 200 Hungarian teachers from elementary to university level, brought forward ten “commandments for motivating language learners” which include proper explanation and presentation of a task, acting as a role model, creating a relaxed, non-threatening, atmosphere during lessons, fostering strong relationships with students, boosting their “linguistic self-confidence”, designing student-centered lessons and promoting their autonomy. The latter seems especially important considering the fact that learners who can take charge of their own learning tend to experience more FLE (Resnik & Dewaele 2021).

Dewaele and MacIntyre (2014: 246) report that teachers’ behavior which was most conducive to FLE was praising students and being respectful towards them as well as being “positive,

humorous, happy” and “well-organised”. Scholars have also concluded that teachers who seek to boost FLE need “to make FL classroom environments adequately unpredictable, surprising and challenging for students” (Dewaele et al. 2018: 693). In a similar vein, Dewaele (2015: 14) observes that “routine is a killer in the classroom”, stressing that students benefit from being challenged and surprised. In line with this, Li, Jiang and Dewaele (2018: 191) found that FLE is tied to “personal experiences of novelty during foreign language exploration”. Teachers could break routines by making use of different media such as songs, movies or interactive PowerPoints and by providing authentic material (Li, Jiang & Dewaele 2018: 191). Moreover, the use of games has been highlighted as a means to increase FLE (Allen et al. 2014; Botes, Dewaele & Greiff 2021). Dewaele and MacIntyre (2016: 231) caution, however, that the competitive nature of games might have the opposite effect and arouse anxiety instead. Predictably, Li, Jiang and Dewaele (2018: 191) found that real-world learning experiences promote FLE far more than merely answering exercises in a textbook. One such authentic learning opportunity is that of the e-Tandem scheme in which learners learn from other learners. By doing so, social bonds and, more importantly, friendships with L1 users are formed which in turn boosts positive emotions and interest in learning the target language and their Tandem partner’s culture (Resnik & Schallmoser 2019: 556). Students have also reported that student-centered activities such as role playing, debating, the making of films, preparing presentations or even singing were particularly enjoyable (Dewaele & MacIntyre 2014: 256). What makes these episodes more pleasant, Dewaele et al. (2018: 693) argue, is that students can work autonomously and learn “in alignment with their own interests”.

Recent studies have highlighted the importance of boredom in English lessons, an emotion which used to be trivialized and deemed insignificant to SLA (Macklem 2015; Resnik & Dewaele 2020). It has been revealed that experiencing boredom is highly detrimental to language learning as it hinders progress (Pawlak, Kruk, & Zawodniak 2022: 598) and is negatively linked to FLE (Li & Han 2022). This next section is going to elaborate on this new field in the exploration of classroom emotions.

2.2.3. Defining boredom

One of the most challenging endeavors of educators is designing engaging, motivating, and exciting lessons with the goal to, among other things, combat boredom among students. Scholarly interest in researching the role of boredom in the FL class has, however, only recently been raised, which is why research into the emotional experience of boredom in FL classes is scant (Kruk 2022; Li & Dewaele 2020).

Boredom can be described as “the experience of being disengaged from the world and stuck in a seemingly endless and dissatisfying present” (Fahlmann 2009: 68). Wangh (1975: 538) explicates that boredom is an affective state and as such a result of an individual’s experience. The multifaceted nature of boredom has led to the realization that feeling bored is not simply the opposite of being motivated but rather relies on “disengagement in all its complexity and non-linearity” (Pawlak et al. 2020: 8). While state boredom looks at an individual’s emotional state in a specific period of time, trait boredom considers a person’s proneness to feeling bored in a variety of situations (Fahlmann et al. 2013: 70). Daniels, Tze and Goetz (2015: 255) define academic boredom as “a multidimensional emotion, involving an unpleasant feeling (affective), low-arousal (physiological), a desire to leave the boring situation (motivational), and a perception of slowness in time (cognitive)” (see Pekrun 2006).

Research on boredom has brought forward several theories explaining this destructive emotion, which can largely be divided into four categories: psychodynamic, arousal, attentional and existential theories (Fahlman et al. 2013: 69). While attentional theories suggest that bored individuals suffer from a “failure of attentional processes”, meaning that concentrating or focusing requires effort, arousal theories argue that a lack of environmental stimuli is to blame (Fahlman et al. 2013: 69). Those supporting the latter might argue that students who feel bored feel so because the “stimulating qualities of the environment itself” are either too challenging or not challenging enough while those following the cognitive, attentional theory would highlight the learners’ “perception of their environment as monotonous” (Eastwood et al. 2012: 484).

The psychodynamic perspective considers boredom as a result of an “inability to consciously determine what is desired because the desire is threatening and therefore repressed” (Fahlman et al. 2013: 69). Similarly, existential theories propose that boredom stems from a sense of meaninglessness or lack of purpose and ensues “when an individual (...) fails to articulate (...) activities that are consistent with his or her values” (Fahlman et al. 2013: 69). A belief that seems to be consistent with these explanations is that boredom “involves the desire for mental

engagement and the simultaneous inhibition of such engagement” (Eastwood et al. 2012: 484), meaning that those who are bored wish for stimulation but find themselves in a monotonous, uninteresting environment.

In a qualitative study, Goetz and Frenzel (2006: 149) explored phenomenological aspects of boredom in academic settings. They were able to identify four different types of boredom experienced in classrooms (“indifferent, calibrating, searching, and reactant”), which differ in degrees of arousal as well as valence. They interviewed fifty students from Germany who attended the ninth grade (Goetz & Frenzel 2006: 150). Goetz et al. (2014: 403) explain that students experiencing “indifferent boredom” reported being in a relaxed state of “cheerful fatigue”, feeling indifferent to the world around them. Those whose statements reflected “calibrating boredom” (Goetz et al. 2014: 403) recounted that they often found themselves daydreaming, not knowing what to do. Nevertheless, they would be open to actively change the situation. Compared to the first two types, “searching boredom” can be described as more proactive as it was perceived as undesirable with individuals feeling restless and wanting to actively find something to occupy themselves with (Goetz et al. 2014: 403). This type of boredom could grow into “reactant boredom”, which is characterized by high valence and high arousal. Statements by learners who experienced this emotion reflected a desire to remove themselves from a boredom-inducing situation or the people responsible for it, such as teachers (Goetz et al. 2014: 403). In a follow-up study, Goetz et al. (2014: 401) investigated said aspects of boredom among high school and university students and expanded the four-categorical conceptualization by a fifth type, “apathetic boredom”. In contrast to “reactant boredom”, this type “is equally aversive yet lacking in arousal” and shows characteristics related to “learned helplessness or depression” (Goetz et al. 2014: 414).

An instrument which has found extensive use in empirical research is the Boredom Proneness Scale (Farmer & Sundberg, 1986) which measures trait boredom. Farmer and Sundberg (1986: 10) conceptualize this emotion as the “connectedness with one’s environment on many situational dimensions, as well as the ability to access adaptive resources and realize competencies”. As pointed out by Fahlman et al. (2013: 70), state boredom, the actual experience of boredom in a certain experience, was neglected. To counteract this limitation, the Multidimensional State Boredom Scale (Fahlman 2009) was introduced, which consists of five parts: time perception, disengagement, inattention, high arousal and low arousal (see also Fahlman et al. 2013: 72).

A more recently developed tool is the Boredom in Practical English Language Classes (BPELC) questionnaire which was modeled on the Boredom Proneness Scale (Farmer & Sundberg, 1986) by Kruk and Zawodniak (2017) and consists of 28 items which are measured on a 5-point Likert-scale. This instrument has since been adapted by scholars like Pawlak et al. (2020: 5) who found “that the item-total correlations for four items did not reach the minimum criteria of 0.30”. For that reason, the revised version (BPELC-R) was reduced to 23 items which are now measured on a 7-point Likert scale. The factors underlying boredom were identified as “disengagement, monotony and repetitiveness” as well as “lack of satisfaction and challenge” (Pawlak et al. 2020: 7). Based on their construct of foreign language learning boredom, Li, Dewaele and Hu (2023: 223) developed the Foreign Language Learning Boredom Scale (FLLBS). The vital factors which were identified by the scholars encompass both learner-internal aspects and learner-external aspects such as the perceived meaningfulness or challenge of a task, the teacher, peers and chosen learning materials and multimedia resources (Li, Dewaele & Hu 2023: 244). Moreover, the researchers differentiate between the different contexts of FL learning and consequently included the factor “Foreign Language Classroom Boredom” (Li, Dewaele & Hu 2023: 235).

2.2.3.1. Variables influencing boredom

Research has shown that being bored in class is not only an unpleasant feeling for students but also negatively impacts their wellbeing and hinders progress (Pawlak, Kruk & Zawodniak 2022: 598). As mentioned above, the exploration of boredom in FL classrooms has only recently gained scholarly interest and so far, studies were mainly carried out in the Polish educational context (see, e.g., Kruk 2015; Kruk 2022; Kruk & Zawodniak 2020; Pawlak, Kruk & Chumas 2017; Pawlak et al. 2020; Zawodniak, Kruk & Pawlak 2021) and the Asian context (Li 2021; Li & Dewaele, 2020; Li et al., 2021; Nakamura et al., 2021).

A recent study conducted among Polish-speaking students majoring in English revealed that the most influential factors when it comes to boredom are a lack of challenge, as well as repetitive, monotonous, and disengaging activities (Pawlak et al. 2020: 1). The scholars opted for a qualitative study design and asked participants to write paragraphs in which they should reflect about times when they felt bored in class as this should provide the desired data to capture the multidimensional character of boredom (Zawodniak, Kruk & Chumas 2017: 433). Indeed, Zawodniak, Kruk and Chumas (2017: 433) discovered that, among Polish Master

students of English philology, dissatisfaction with language activities is by far the most influential factor regarding the perceived boredom.

This was confirmed by Resnik and Dewaele (2020: 9) although they point out that boredom stemming from discontentment with classroom activities is especially evoked in L1 classes in comparison to FL classes. Additionally, Resnik and Dewaele (2020: 9) state that tasks might not only be perceived as boring due to a lack of challenge but rather because the students are dissatisfied with the teaching techniques. This is in accordance with Zawodniak, Kruk and Chumas (2017: 433) who found that not only language tasks but also the teacher as well as class components are predictors of boredom during EFL lessons. This was also confirmed in a more recent study (Zawodniak, Kruk & Pawlak 2021: 22). When it comes to the teacher's behavior, "lack of teacher engagement in the teaching process", including the instructor being unprepared, as well as a teacher's negative attitude towards the students or teaching in general left the students feeling bored (Zawodniak, Kruk & Chumas 2017: 434). With regards to class management, quantitative analysis revealed that classes which seem "chaotic and not well-organized" are perceived as boring by Polish students studying English philology (Zawodniak, Kruk & Chumas 2017: 435).

In line with this, results of an earlier study conducted among 57 American learners of German suggest that it is the teacher persona that has the most influence on students' perceived level of boredom (Capman 2013: 161). Interestingly, participants of the study reported that it is the students' responsibility to remain engaged during class. When it comes to class organization, the interviewees in this study mentioned that problems during pair work as well as difficult student-student relationships leave them feeling bored during the lesson (Chapman 2013: 158). With regard to task types, especially information gap and grammar exercises from the book were perceived as boring by the students questioned (Chapman 2013: 157).

In a longitudinal study on the influence of favorable perceptions of French classes on enjoyment, boredom and anxiety, quantitative analyses revealed significant negative correlations between boredom and favorable perceptions of L2 instruction (Beermann & Cronjäger 2011: 29). Moreover, as time passed, a decrease in learner's enjoyment and an increase in boredom could be identified (Beermann & Cronjäger 2011: 30).

Another longitudinal study conducted among Canadian psychology students pointed to a direct link and reciprocal relationship between academic achievement and boredom (Pekrun et al. 2014: 705). Pekrun et al. (2014: 705) refer to the "control-value theory of achievement emotion" (Pekrun 2006: 315) and point out that this correlation can be attributed to learners'

perceived control over their accomplishments wherein a lack of control results in increased boredom.

Prompted by the present COVID-19 crisis which has forced many educators to switch to remote teaching, Derakhshan et al. (2021: 1) explored boredom in an online classroom setting. Participants of the study, Iranian FL learners, mainly experienced boredom in teacher-centered lessons with too little interaction, a lack of involvement and prevailingly monotonous speech (Derakhshan et al. 2021: 7). Moreover, factors which are specific to the online classroom included “logistics of online learning” including problems with the internet connection as well as the poor quality of the teaching platform (Derakhshan et al. 2021: 7).

2.2.3.2. *Implications of boredom in SLA*

With her study on student beliefs about boredom, Chapman (2013) was among the first scholars who acknowledged the need of empirical data to substantiate teachers’ assumptions of the predictors of this negative emotion in the language classroom. In the past, boredom was often trivialized and commonly attributed to students being lazy, anxious or even depressed (Macklem 2015). However, previous research investigating positive and negative emotions in L1 and FL classes in the German-speaking world revealed that boredom plays a crucial role in language learning (Resnik & Dewaele 2020). Since experiencing boredom is detrimental to the students’ wellbeing as well as to developing linguistically (Pawlak, Kruk & Zawodniak 2022: 598), scrutinizing its influencing factors is of great importance if one aims at creating a productive learning atmosphere.

Chapman (2013: 161) suggests that building positive student-teacher relationships is a good way to mitigate boredom in the EFL classroom and recommends avoiding the adaption of an authoritarian teaching style. In line with in Pawlak, Kruk and Zawodniak’s suggestion (2022), Chapman (2013: 157), too, recommends building rapport and strengthening the classroom community. Most importantly, teachers are advised to show genuine interest in the students’ lives and to also share, for instance, personal experiences with learners (Chapman 2013: 158). Additionally, prompting strong student-student relationships as well as ensuring that students are neither over- nor underchallenged was suggested (Chapman 2013: 159).

When asked what measures should be taken in order to alleviate boredom, FL students of English have suggested “making the class livelier, using authentic materials, employing innovative teaching techniques, and avoiding monotonous teaching” (Derakhshan et al. 2021: 11). This need for stimulation was also mentioned by participants in Pawlak, Kruk and

Zawodniak's study (2022) who explained that boredom stems from lacking challenge and perceiving tasks as repetitive and disengaging.

3. Research questions and aims of this study

Against the theoretical background, this paper seeks to shed light on the relevance of both negative and positive learner emotions in English and French FL classes in Austrian secondary schools. More specifically, contextual differences between these two languages as far as FLE, FLCA and feelings of boredom are concerned, are investigated. Since previous studies have largely been limited to investigating the differences concerning FLE and FLCA as well as factors which contribute to feelings of anxiety and enjoyment in the classroom, a third dimension, namely that of boredom is scrutinized.

Thus, the present study seeks to answer the following research questions:

RQ1: To what extent do FLE, FLCA, and boredom differ in French and English classes?

RQ1a: To what extent do personal and social FLE as well as teacher appreciation differ in both contexts?

RQ2: How strongly are FLE, FLCA and boredom ratings linked in English classes?

RQ3: How strongly are FLE, FLCA and boredom ratings linked in French classes?

RQ4: How strongly is the FLE experienced in English classes linked to the FLE experienced in French classes?

RQ5: How strongly is the FLCA experienced in English classes linked to the FLCA experienced in French classes?

RQ6: What other emotions do learners experience in these classes?

RQ7: Which foreign language activities do students perceive as anxiety-provoking, enjoyable or boring in EFL and French as a Foreign Language classes?

The following section will, first of all, provide a description of the participants including demographic data and language learner history, which is followed by an outline of the research design. Throughout this last section, the discussion centers on the open-ended items as well as on the three scales which were part of the survey.

4. Methodology

4.1. Participants

4.1.1. Demographic data

A total of 329 students from Vienna joined the study with 224 (68.1%) pupils attending an *Allgemeinbildende Höhere Schule* (AHS), an academic secondary school, and 105 (31.9%) attending a *Berufsbildende Höhere Schule* (BHS), a vocational school. Female students ($n = 216$, 65.7%) by far outnumbered male ones ($n = 105$, 31.9%) and eight participants (2.4%) identified as diverse. Wilson and Dewaele (2010: 115) comment that this is a typical pattern for web-based surveys in SLA research, even more so when bearing in mind that it is predominantly female students who sit the A-levels in Austria (Oberwimmer et al. 2019: 215). Students from 9th to 13th grade participated and the participants' ages ranged from 14 to 21 with a mean age of 16.44 ($SD = 1.507$). A total of 95 students was 17 years old (28.9%), which is followed by 69 (21%) 15-year-olds and 56 (17%) 16-year-olds. Fifty-one pupils (15.5%) were 18, 34 students (10.3%) were 14, 14 students (4.3%) were 19, eight students (2.4%) were 20 and only two students (0.6%) had reached the age of 21.

4.1.2. Language learner history

Interestingly, merely 178 participants (54.1%) indicated that they grew up only learning German while 59 participants (17.9%) stated that they are bilingual, and four students (1.2%) said that they spoke three languages while growing up. This amounts to 241 (73.25%) pupils sharing the mother tongue German. Among the students questioned, 125 (37.99%) indicated that they grew up bilingual, followed by 22 (6.69%) who are trilingual. Other L1s include, for instance, Turkish ($n = 31$; 9.4%), Arabic ($n = 16$; 4.9%), Albanian ($n = 10$; 3%), Bosnian ($n = 7$; 2%), Polish ($n = 7$; 2%), Serbian ($n = 7$; 2%), Chinese ($n = 5$; %), Slovak ($n = 5$; %), Kurdish ($n = 4$; 1.5%), Russian ($n = 3$; 1%), Spanish ($n = 3$; 1%), Hungarian ($n = 3$; 1%) and Croatian ($n = 2$; 0.6%).

Most of the participants ($n = 137$; 41.6%) indicated that they know three languages, followed by 128 participants (38.9%) who claim they know four languages. Another 54 students (16.4%) know five languages, nine students (2.7%) know six languages and one student (0.3%) knows seven languages. The participants' foreign language profile is quite diverse with L2s including German, English, French, Italian, Korean, Latin and Russian and L3s as well as L4s including Hindi, Ukrainian, Norwegian, Polish, Persian and Dutch.

The participants were also asked to indicate their self-perceived proficiency in English as well as French on a five-point Likert-type scale ranging from ‘very poorly’ (1), ‘poorly’ (2), ‘adequately’ (3), ‘well’ (4) to ‘very well’ (5). Regarding the English language, the mean score was 4.08 ($SD = 0.777$) with answers ranging from ‘poorly’ (2) to ‘very well’ (5). In stark contrast to this, the mean score concerning French was 2.65 ($SD = 1.019$).

A similar trend is visible with regards to frequency of use. Responses ranged from ‘never’ (1), ‘occasionally’ (2), ‘sometimes’ (3), ‘frequently’ (4) to ‘always’ (5). While the mean score for English was 3.78 ($SD = 1.031$), meaning that most students feel they use English frequently, French only reached a mean score of 1.71 ($SD = 0.826$). More specifically, 102 participants (31.0%) reported they frequently use English, followed by 99 students (30.1%) who say they almost always use it and another 87 students (26.4%) who sometimes use English. Only 38 pupils (11.6%) indicate occasionally using English followed by three pupils (0.9%) who say they hardly ever use English. Concerning French, a total of 156 students (47.4%) report hardly ever using this foreign language, which is followed by 126 (38.3%) who claim they occasionally use it, 36 (10.9%) who sometimes use it, eight (2.4%) who frequently use it and three (0.9%) who feel they almost always use it.

Additionally, students were asked to indicate their most recent English and French grades. In the Austrian school system, students are assessed on a scale from ‘Sehr Gut’ (1), ‘Gut’ (2), ‘Befriedigend’ (3), ‘Genügend’ (4) to ‘Nicht Genügend’ (5), meaning a 1 is the best and a 5 is the worst grade. When it comes to English, most students either received a “Sehr Gut” ($n = 112$; 34.0%) or “Gut” ($n = 118$; 35.9%), meaning that overall achievement was high in this group. Sixty participants (18.2%) reported having received a “Befriedigend”, satisfactory assessment, followed by 35 students (10.6%) who were assessed with “Genügend” and four students (1.2%) who did not reach the passing grade and thus received a “Nicht Genügend”. Students’ achievement in French classes, however, was not as high among the participants. Even though a majority was assessed with “Sehr Gut” ($n = 95$; 28.9%) followed by those having received a “Gut” ($n = 76$; 23.1%) or “Befriedigend” ($n = 76$; 23.1%), more students were assessed with either “Genügend” ($n = 59$; 17.9%) or “Nicht Genügend” ($n = 23$; 7.0%), meaning they did not pass the class.

Regarding the students’ relative standing in the group, answers ranged from ‘much poorer’ (1), ‘poorer’ (2), ‘relatively similar’ (3), ‘better’ (4) to ‘much better’ (5). With a mean score of 3.42 ($SD = 0.863$) in English classes and 3.07 ($SD = 1.111$) in French classes, the students’ perceived performance compared to others is rather similar, yet still more positive in English classes.

Here, students ($n = 112$, 34.0%) predominantly feel that they perform relatively similar to their peers, which is followed by 87 (26.4%) who feel they perform better, 67 (20.4%) who indicate their performance is poorer, and 32 (9.7%) and 31 (9.4%) students who locate themselves on the two extreme ends of the scale, much better and much poorer respectively. As regards their self-perceived performance among the group in French, a higher number of students ($n = 143$, 43.5%) feel they perform relatively like their peers which is again followed by those who feel they are better ($n = 110$, 33.4%) and 37 (11.2%) who feel they perform poorer. In French classes, however, only three students (0.9%) feel their performance is much poorer and 36 students (10.9%) feel they are much better.

Lastly, students' overall satisfaction with French and English classes was measured on a 5-point Likert scale ranging from 'very unsatisfied' (1), 'somewhat unsatisfied' (2), 'neutral' (3), 'somewhat satisfied' (4) to 'very satisfied' (5). When comparing the two languages, it becomes apparent that students are slightly more satisfied with English lessons ($M = 3.65$, $SD = 1.183$) than they are with French lessons ($M = 3.49$, $SD = 1.232$).

4.2. Procedure

Since questionnaires have proven to be reliable research instruments in the investigation of FLE as well as FLCA, the research for this master thesis relied on data collection with a web survey. Advantages of this type of format include economic factors such as the time and cost as well as their efficiency concerning administration (Dörnyei 2007: 102). The latter was especially relevant considering that the survey was administered during the Covid-19 pandemic which rendered conducting interviews or administering questionnaires in person impossible. Furthermore, the anonymous setting which web-questionnaires provide reduces the likelihood of participants answering in a socially desirable way, thus increasing the reliability of the results (Wilson & Dewaele 2010: 117-119). Nevertheless, it could be argued that self-reports, which are required when answering the open questions, might reflect one of the inherent limitations of self-report namely self-serving bias (Dörnyei 2007: 121). The online survey was made available by means of Google Forms in mid-December 2021 and remained online until the end of April 2022. After having ensured the anonymity of the students questioned as well as their teachers, both the headmasters as well as the students and their parents were informed about the study in a written manner and asked for their consent. Following the principles of non-probability convenience sampling processes (Wilson & Dewaele 2010: 105), the questionnaire was completed by students attending classes in schools where the head teacher had granted

permission to participate. The survey was administered by the respective students' teachers who shared the link online and explained the procedure.

The web survey was divided into several sections: socio-biographical data and language background, as well as items capturing learners' FLCA, FLE and boredom experienced in English and French FL classes. Firstly, demographic data of the participants including their age, gender and school type was collected. Secondly, information on the linguistic background and language learner history was obtained. The particular focus was on learners' knowledge and use of English as well as French, including students' perceived proficiency and frequency of use of English and French, as well as on information regarding grades and overall satisfaction with French and English classes. Finally, the participants were asked to answer open-ended questions targeting the perceived feeling of boredom, anxiety and enjoyment in both contexts and describe which episodes during an English or French lesson are particularly boring, anxiety-provoking, or enjoyable and which other emotions prevail (Dewaele & MacIntyre 2014: 273-274). As the questionnaire was completed online, participants were not able to ask for clarification, which is why ambiguous questions or instruction were avoided and the participants' L1 German was used in the questionnaire (Wilson & Dewaele 2010: 118). Participants needed about 15-20 minutes to complete the questionnaire, meaning that the suggested maximum length of 30 minutes was not exceeded (see Dörnyei 2003: 132).

A mixed-methods approach was adopted which combines qualitative and quantitative methods to "provide a more elaborated understanding of the phenomenon of interest [...] and [...] to gain greater confidence in the conclusions" (Johnson et al. 2007: 119). As Creswell and Plano Clark (2011: 81) rationalize, qualitative items, in this case open questions, "provide the researcher with emergent themes and interesting quotes that can be used to validate and embellish the quantitative survey findings".

4.3. Instruments

4.3.1. The S-FLES scale

As was suggested in some of the latest research (Resnik & Dewaele 2021), the recently developed S-FLES scale (Botes, Dewaele & Greiff 2021) was employed to measure the students' perceived FLE in French and English classes. This scale comprises nine psychometrically validated items of the FLE scale developed by Dewaele and MacIntyre (2014: 273) and encompasses three dimensions, each containing three items: 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”). The shortened version proves especially useful in designs which investigate FLE in a classroom setting and which examine various variables and thus tend to be rather long (Botes, Dewaele & Greiff 2021: 872). In this study, the items were presented twice, both in the context of English and French lessons. Wilson and Dewaele (2010: 118) caution that questions provided in a language other than one’s L1 might necessitate having reached a certain level of proficiency to be able to respond. Therefore, to mitigate undesirable influence of language barriers, the items, which were originally phrased in English, were provided in German, the primary language of instruction in Austrian schools. Answers were indicated on a 5-point Likert scale ranging from ‘strongly disagree’ (1), ‘disagree’ (2), ‘undecided’ (3), ‘agree’ (4) to ‘strongly agree’ (5). An analysis of the FLE scale revealed high internal consistency and reliability (Field 2014 [2000]) with Cronbach’s alpha being .876 ($k = 9$) for English classes and .891 ($k = 9$) for French classes. The internal reliability of the three subscales ranged from acceptable to very good (personal enjoyment_{English}: Cronbach’s alpha = .880, $k = 3$; social enjoyment_{English}: Cronbach’s alpha = .700, $k = 3$; teacher appreciation_{English}: Cronbach’s alpha = .741, $k = 3$; personal enjoyment_{French}: Cronbach’s alpha = .899, $k = 3$; social enjoyment_{French}: Cronbach’s alpha = .825, $k = 3$; teacher appreciation_{French}: Cronbach’s alpha = .810, $k = 3$).

The mean score for enjoyment in English classes was 3.67 out of 5 ($SD = .85$, $N = 329$) and 3.27 out of 5 ($SD = .95$, $N = 329$) for French classes. Teacher appreciation had average ratings of 4.01 ($SD = 1.00$, $N = 329$) for English and 3.75 ($SD = 1.08$, $N = 329$) for French classes. Regarding personal enjoyment, mean scores were 3.62 ($SD = .96$, $N = 329$) and 3.19 ($SD = 1.17$, $N = 329$) respectively. Last but not least, the mean value in English classes concerning social FLE was 3.38 ($SD = 1.04$, $N = 329$) and in French classes it amounted to 2.87 ($SD = 1.17$, $N = 329$).

A series of Kolmogorov-Smirnov tests showed that the data were not normally distributed ($p < .001$). A subsequent Q-Q plot (quantile-quantile plot) revealed, however, that both the scores for FLE in English classes and FLE in French classes are close to normal distribution, except for the extreme poles. The normal distribution is visualized in the form of Q-Q plots (see Figures 1 & 2). Thus, the z-standardization of skewness and kurtosis was calculated which showed the data were not normally distributed indeed (see Table 1 for descriptive statistics). Therefore, the decision was made to opt for non-parametric procedures, namely Wilcoxon signed-rank tests instead of their parametric equivalent paired samples t-test and Spearman’s Correlation Coefficient as a non-parametric alternative to Pearson’s Correlation Coefficient.

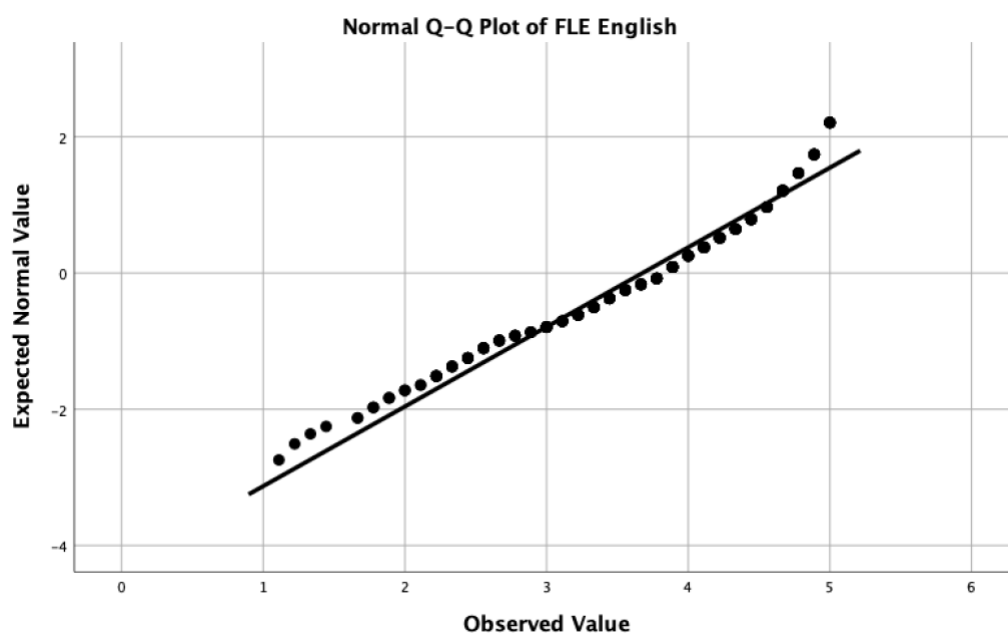


Figure 1. Quantile-quantile (Q-Q) plot for distribution of foreign language enjoyment (FLE) scores in EFL classes.

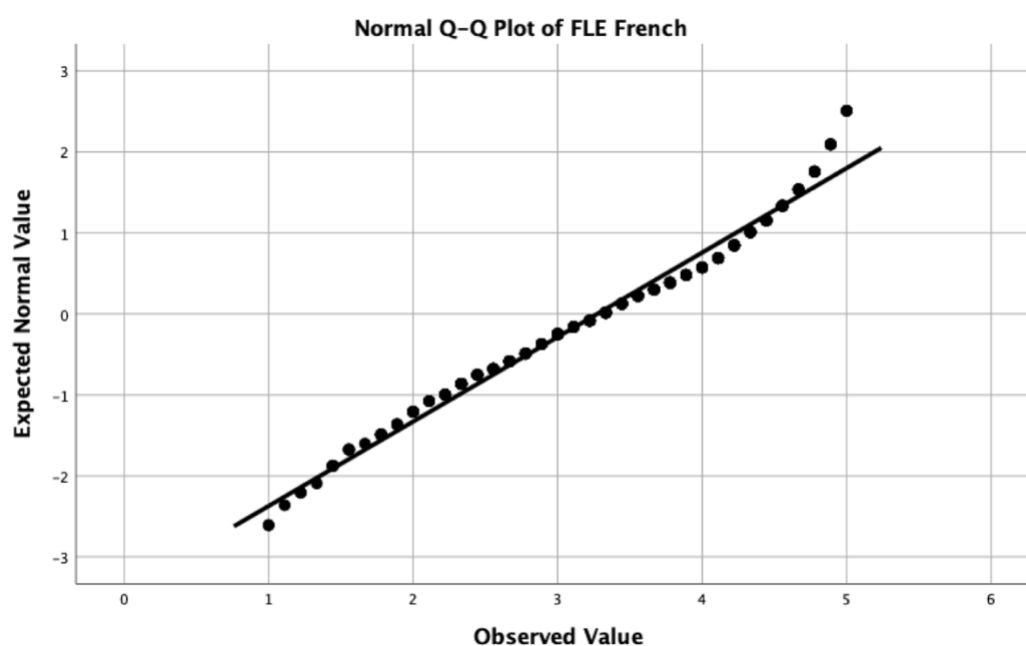


Figure 2. Q-Q plot for distribution of FLE scores in FFL classes.

4.3.2. The FLCA scale

In order to measure the participants' experienced FLCA in English versus French FL classes, an adaptation of the Foreign Language Classroom Anxiety Scale (Horwitz, Horwitz & Cope 1986: 130) was used. Recent international research has relied on a shortened version of said scale, which only includes eight items (see Dewaele & MacIntyre 2014, 2016; Resnik &

Dewaele 2020). For the purpose of this thesis, the items were used twice, once in the context of English FL classes and once regarding French FL classes. As only six out of the eight items were positively phrased, the two remaining items were reverse-coded. Like the FLE scale, answers were provided on a 5-point Likert scale and 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”). Internal reliability was good in both the set dealing with English classes as well as the one concerned with French classes (Field 2014 [2000]). For English classes, Cronbach’s alpha was .886 ($k = 8$) and for French classes it was .889 ($k = 8$). For anxiety ratings in English classes, mean scores were 2.18 out of 5 ($SD = .97$, $N = 329$) and in French classes the mean was 2.93 ($SD = 1.09$, $N = 329$). The data were tested for normal distribution by means of a Kolmogorov-Smirnov test which revealed that the variables do not follow a normal distribution ($p < .001$). The normal distribution is visualized by means of Q-Q plots (see Figures 3 & 4). As the z-standardized values of skewness and kurtosis show (see Table 1 for descriptive statistics), the data were not normally distributed.

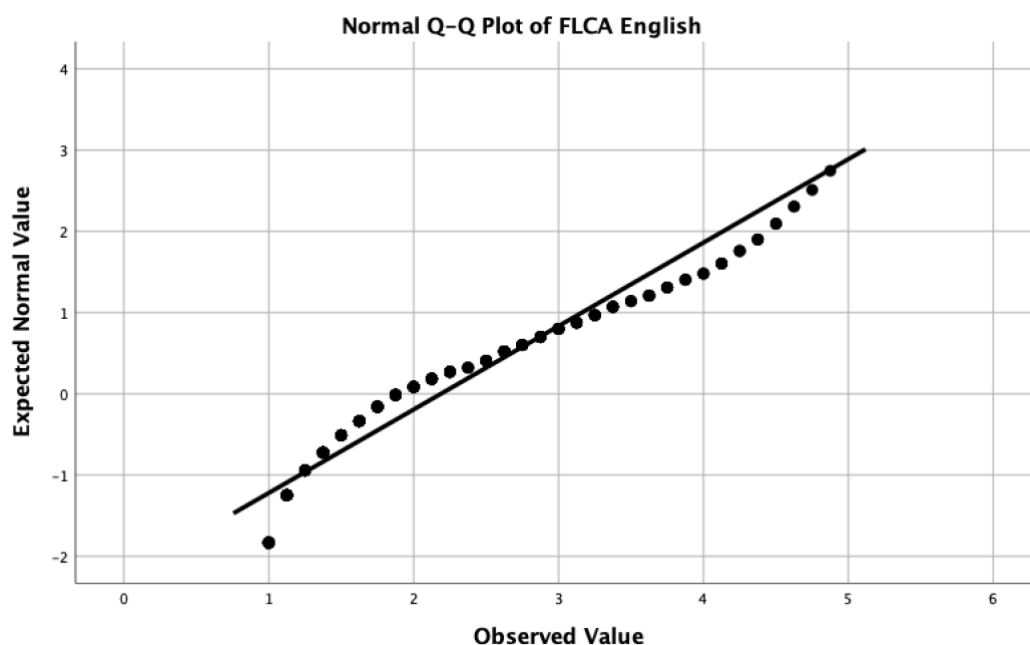


Figure 3. Q-Q plot for distribution of FLCA scores in EFL lessons.

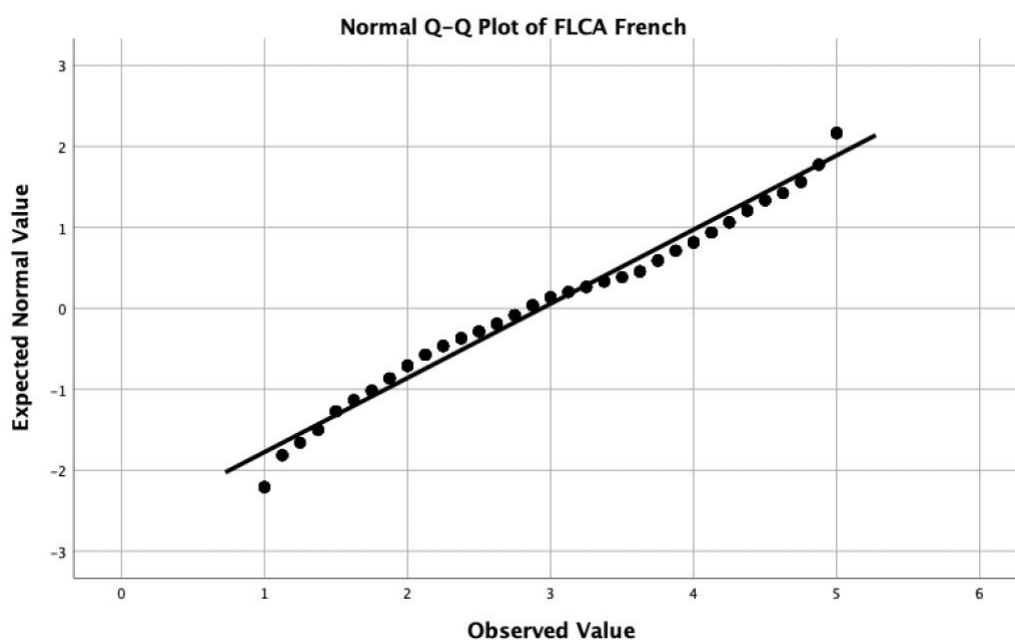


Figure 4. Q-Q plot for distribution of FLCA scores in FFL lessons.

4.3.3. Boredom scale

By means of exploratory and confirmatory factor analyses, the scholars Li, Dewaele and Hu (2023: 223) were able to develop a valid and reliable instrument to measure boredom, namely the 7-factor Foreign Language Learning Boredom Scale (FLLBS). For this study, items concerning Factor 1 which covers “Foreign Language Classroom Boredom” (Li, Dewaele & Hu 2023: 245) were translated and presented to the participants. As such, class-related boredom was explored. The internal reliability of the set dealing with boredom in English classes was acceptable (Dörnyei & Taguchi 2010) with Cronbach’s alpha being .926 ($k = 8$). An analysis of the set dealing with boredom in French classes revealed a slightly higher score of .946 ($k = 8$). This means that some of the items might have been redundant (which would need further analysis). According to the Kolmogorov-Smirnov test, the data were not normally distributed ($p < .001$). This is confirmed when looking at the Q-Q plots provided in Figures 5 and 6 as well as the z-standardized values of skewness and kurtosis (see Table 1 for descriptive statistics).

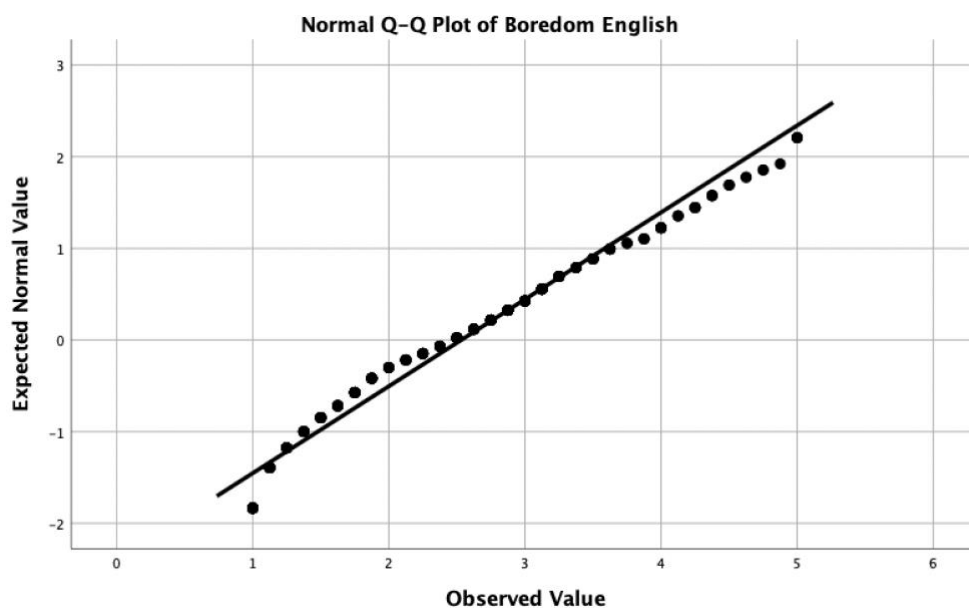


Figure 5. Q-Q plot for distribution of boredom scores in EFL lessons.

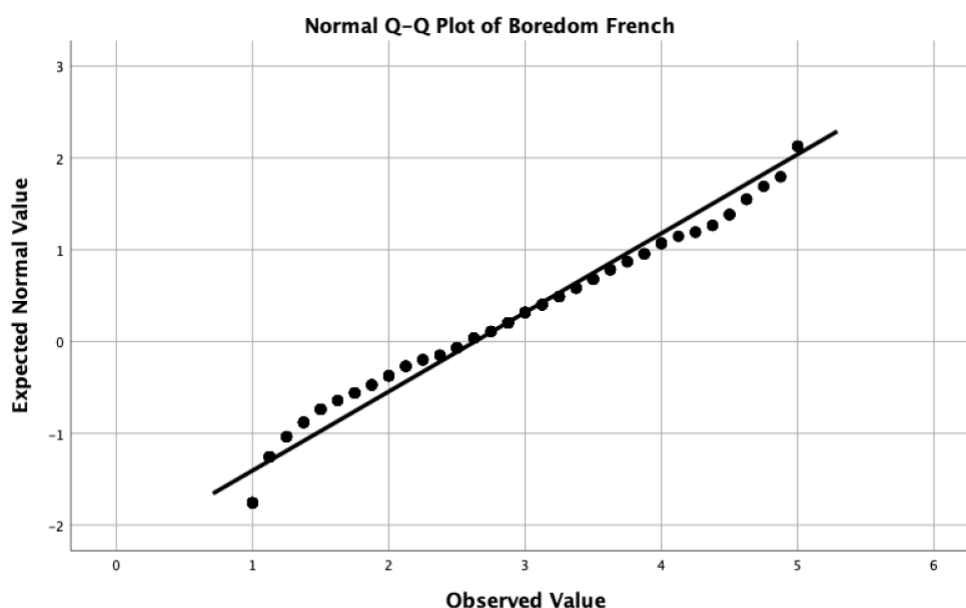


Figure 6. Q-Q plot for distribution of boredom scores in FFL lessons.

4.3.4. Open-ended questions

Towards the end of the questionnaire, seven optional open questions were posed. Questions one to three invited students to indicate what they particularly like or dislike about English class and when they usually experience boredom. Next, students were asked to recount the same regarding French classes. Finally, the participants were able to explain which other emotions they have observed. A total of 282 students out of 329 responded to the first question, 284 to

the second, 279 to the third, 284 to the fourth, 282 to the fifth, 276 to the sixth and 252 to the seventh amounting to a corpus of 10.927 words.

Obtaining such qualitative data allows for participants to elaborate on the complexity of their personal experiences when it comes to learning French and English and thus adds a valuable dimension to the quantitative measurement as these nuances can inform the obtained statistical trends (Dewaele et al. 2016: 49).

To allow for triangulation, the data-validation variant of a convergent parallel approach (cf. Creswell & Plano Clark 2011: 77) was chosen, a method which was also opted for in recent research (see Dewaele & MacIntyre 2019: 263; Resnik & Dewaele 2020: 17). Following the principles of this design, quantitative and qualitative data was collected simultaneously but the two constituents were kept apart during analysis and only compared and contrasted when discussing the results of the study “for corroboration and validation purposes” (Creswell & Plano Clark 2011: 77). The questionnaire is provided in full length in the appendix.

5. Results

5.1. Quantitative analysis

5.1.1. Differences in learners' FLE, FLCA and boredom in English and French classes

As visualized in Figure 7, enjoyment ratings were considerably higher in English as opposed to French classes. A Wilcoxon-test indicated a significant difference in enjoyment ratings in English and French classes ($p = .001$; $Z = -5.550$; $N = 329$; $r = -.30$) and a comparison of mean ranks (see Table 1 and Table 2) showed that FLE in English classes was indeed higher ($Mdn = 3.88$) than FLE in French classes ($Mdn = 3.33$). The test shows a medium effect size with r varying around $-.30$. Moreover, as illustrated in Figure 8, there was a significant difference regarding all three FLE subscales, i.e., teacher appreciation, personal enjoyment and social enjoyment. The most striking differences in scores were revealed among the dimensions of social enjoyment and personal enjoyment. In French classes, evidently less social enjoyment is experienced ($Mdn = 2.66$) than in English classes ($Mdn = 3.33$). Similar results were yielded with regards to personal enjoyment, yet the difference was not as striking between French ($Mdn = 3.33$) and English lessons ($Mdn = 3.67$). A Wilcoxon signed-rank test indicated that the difference was statistically significant both regarding social enjoyment ($p = .001$; $Z = -6.430$; $N = 329$; $r = -.35$) and personal enjoyment ($p = .001$; $Z = -4.889$; $N = 329$; $r = -.26$). The effect size was medium and small respectively. Furthermore, significantly more teacher appreciation

is experienced in English classes ($Mdn = 4.33$) than in French classes ($Mdn = 4.00$). A Wilcoxon-test confirmed that this difference was statistically significant, though the effect size was only small ($p = .001$; $Z = -3.432$; $N = 329$; $r = -.18$).

Table 1. Descriptive statistics for FLE English, FLE French, FLCA English, FLCA French, Boredom English and Boredom French.

Variable	Mean	SD	Median	Mode	Min	Max	Skewness	SE1	Kurtosis	SE2
FLE English	3.67	.85	3.88	3.89	1.11	5.00	-.611	.134	-.271	.268
Teacher Appreciation English	4.01	1.00	4.33	5.00	1.00	5.00	-1.067	.134	.613	.268
Personal FLE English	3.62	.96	3.6667	4.33	1.00	5.00	-.606	.134	-.356	.268
Social FLE English	3.38	1.04	3.33	3.00	1.00	5.00	-.199	.134	-.886	.268
FLE French	3.27	.95	3.33	2.89	1.00	5.00	-.215	.134	-.838	.268
Teacher Appreciation French	3.75	1.08	4.00	5.00	1.00	5.00	-.573	.134	-.593	.268
Personal FLE French	3.19	1.17	3.33	4.00	1.00	5.00	-.141	.134	-1.098	.268
Social FLE French	2.87	1.17	2.66	2.67	1.00	5.00	.210	.134	-1.008	.268
FLCA English	2.18	.97	1.87	1.13	1.00	4.88	.784	.134	-.345	.268
FLCA French	2.93	1.09	2.87	3.75	1.00	5.00	.131	.134	-1.027	.268
Boredom English	2.53	1.05	2.50	1.00	1.00	5.00	.423	.134	-.652	.268
Boredom French	2.63	1.16	2.62	1.00	1.00	5.00	.302	.134	-.949	.268

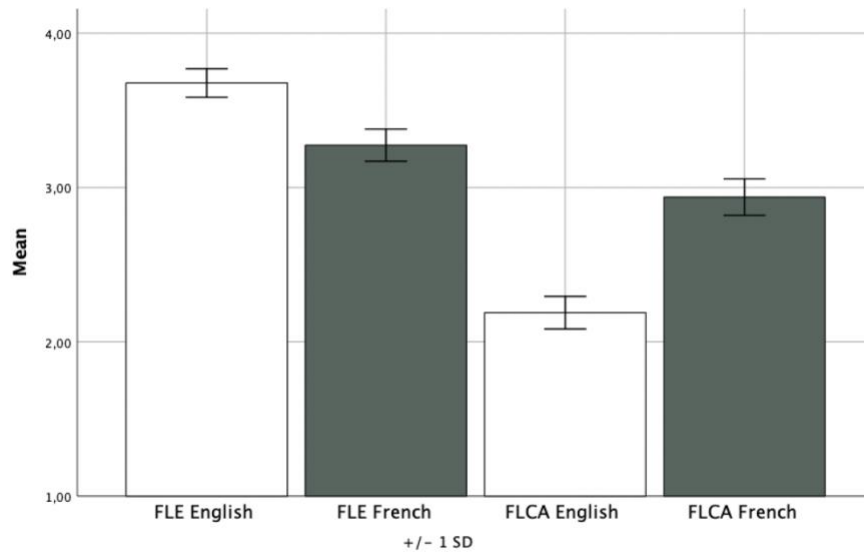


Figure 7. A comparison of mean FLE and FLCA scores in EFL and FFL classes including SD.

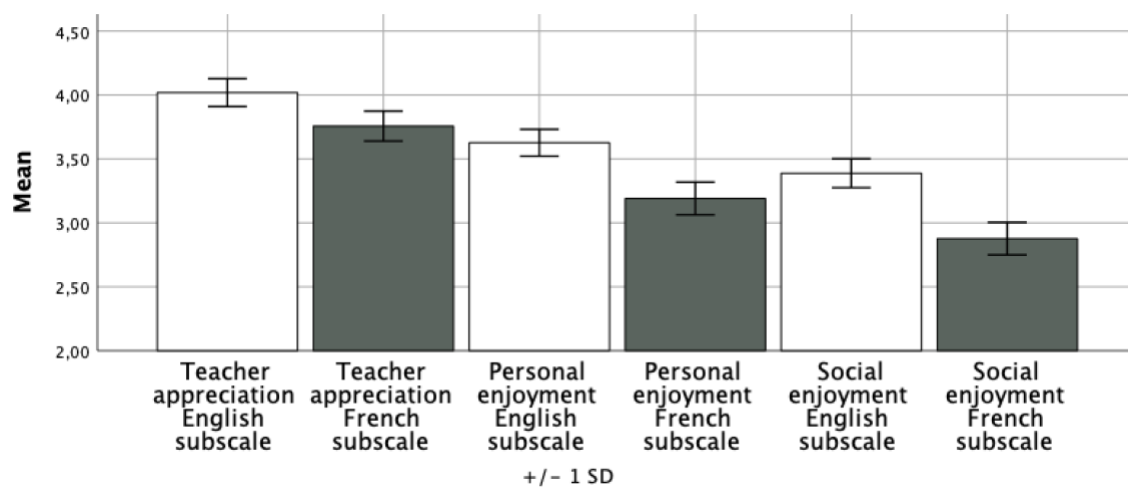


Figure 8. A comparison of mean FLE scores in EFL and FFL classes illustrating the three subscales including SD.

Concerning anxiety ratings, a Wilcoxon-test revealed that significantly less FLCA is experienced in English classes as opposed to French classes ($p = .001$; $Z = 8.732$; $N = 329$; $r = -.48$). A comparison of mean ranks, which is illustrated in Table 2, shows a striking decline in FLCA ratings in English lessons ($Mdn = 1.87$) as opposed to French lessons ($Mdn = 2.87$). The effect size is evidently high.

Lastly, no significant difference was revealed with regards to boredom ($p = .109$; $Z = -1.601$; $N = 329$; $r = -.08$). The effect size is considerably low, and a comparison of mean ranks shows only a slight difference between English ($Mdn = 2.50$) and French classes ($Mdn = 2.62$) which is why it was decided not to visualize this finding.

Table 2. Overall difference in FLE, FLCA and boredom in EFL and FFL classes (Wilcoxon Signed Ranks Test).

Ranks		<i>N</i>	Mean Rank	Sum of Ranks
FLE French - FLE English	Negative Ranks (FLE French < FLE English)	203	169.77	34464.00
	Positive Ranks (FLE French > FLE English)	115	141.37	16257.00
	Ties	11		
	Total	329		
Teacher appreciation French - Teacher appreciation English	Negative Ranks (TA French < TA English)	161	153.07	24644.00
	Positive Ranks (TA French > TA English)	121	126.11	15259.00
	Ties	47		
	Total	329		
Personal enjoyment French - Personal enjoyment English	Negative Ranks (PE French < PE English)	185	162.70	30099.50
	Positive Ranks (PE French > PE English)	116	132.34	15351.50
	Ties	28		
	Total	329		
Social enjoyment French - Social enjoyment English	Negative Ranks (SE French < SE English)	201	156.37	31430.50
	Positive Ranks (SE French > SE English)	95	131.85	12525.50
	Ties	33		
	Total	329		
FLCA French - FLCA English	Negative Ranks (FLCA French < FLCA English)	85	118.25	10051.00
	Positive Ranks (FLCA French > FLCA English)	222	167.69	37227.00
	Ties	22		
	Total	329		
Boredom French - Boredom English	Negative Ranks (Boredom French < Boredom English)	144	153.83	22152.00
	Positive Ranks (Boredom French > Boredom English)	170	160.61	27303.00
	Ties	15		
	Total	329		

5.1.2. Relationship between FLE, FLCA and boredom in English classes

A series of Spearman-Rho correlations was run to investigate the relationship between FLE, FLCA and boredom in English classes. As shown in Table 3 and Figure 9, a significant negative correlation between FLCA and FLE was found [$Rho(327) = -.340, p < .001$]. This means that students who experience a higher level of enjoyment also tend to experience a lower level of FLCA. More specifically, the link between personal enjoyment and FLCA is strongest [$Rho(327) = -.371, p < .001$], followed by social enjoyment [$Rho(327) = -.307, p < .001$]. While Spearman's rho indicates a medium effect size regarding these two subdimensions, the effect size of teacher appreciation is comparatively small [$Rho(327) = -.211, p < .001$]. A similar

pattern is visible concerning the link between FLE and boredom in English classes, where a highly significant negative correlation was shown [$Rho(327) = -.642, p < .001$], which is visualized in Figure 10. Thus, students with higher enjoyment also tend to feel less bored during English class. While the effect size was moderate in respect to the link between FLE and FLCA, the relations between FLE and boredom were large, leading to strong effects among all three subdimensions of FLE with personal enjoyment showing the strongest link [$Rho(327) = -.621, p < .001$], followed by teacher appreciation [$Rho(327) = -.586, p < .001$] and social enjoyment [$Rho(327) = -.433, p < .001$]. When it comes to the relationship between FLCA and boredom, only a weak positive link was found [$Rho(327) = .167, p < .002$]. This relationship is illustrated in Figure 11.

Table 3. Correlations between FLE, FLCA and Boredom in English classes.

Variable		1	2	3	4	5	6
FLE English	rho	—	.850**	.875**	.819**	-.340**	-.642**
	<i>p</i>	—	.000	.000	.000	.000	.000
Teacher Appreciation English	rho	.850**	—	.724**	.511**	-.211**	-.586**
	<i>p</i>	.000	—	.000	.000	.000	.000
Personal enjoyment English	rho	.875**	.724**	—	.543**	-.371**	-.621**
	<i>p</i>	.000	.000	—	.000	.000	.000
Social enjoyment English	rho	.819**	.511**	.543**	—	-.307**	-.433**
	<i>p</i>	.000	.000	.000	—	.000	.000
FLCA English	rho	-.340**	-.211**	-.371**	-.307**	—	.167**
	<i>p</i>	.000	.000	.000	.000	—	.002
Boredom English	rho	-.642**	-.586**	-.621**	-.433**	.167**	—
	<i>p</i>	.000	.000	.000	.000	.002	—

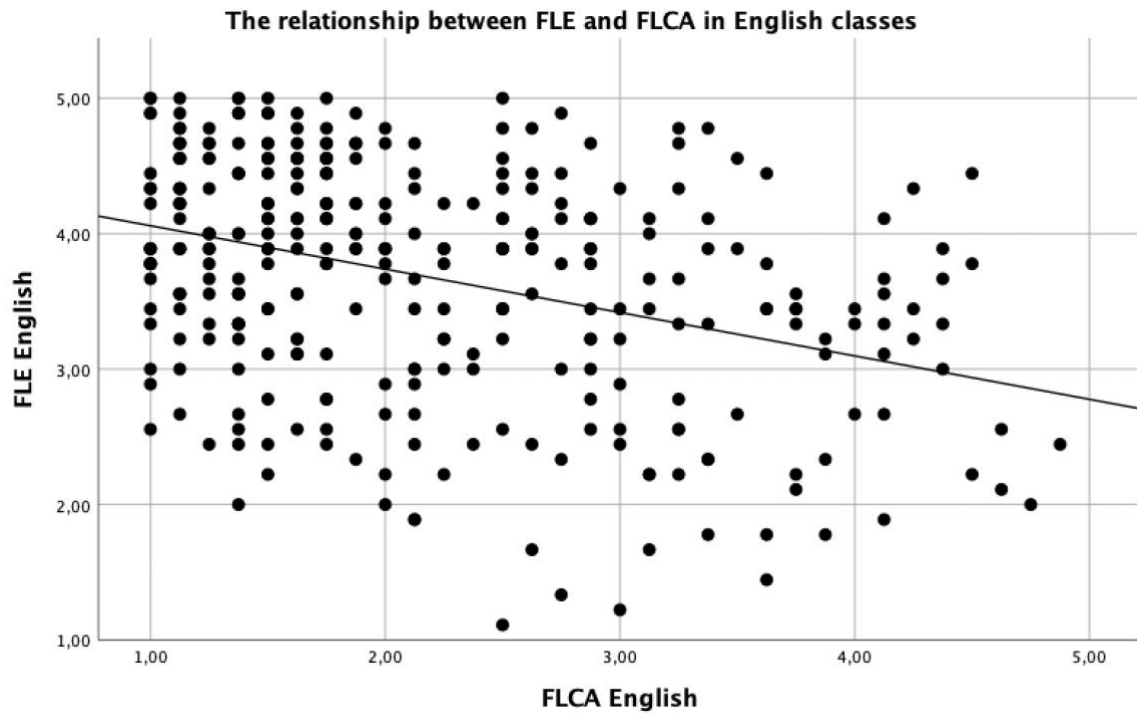


Figure 9. The relationship between FLE and FLCA in English classes.

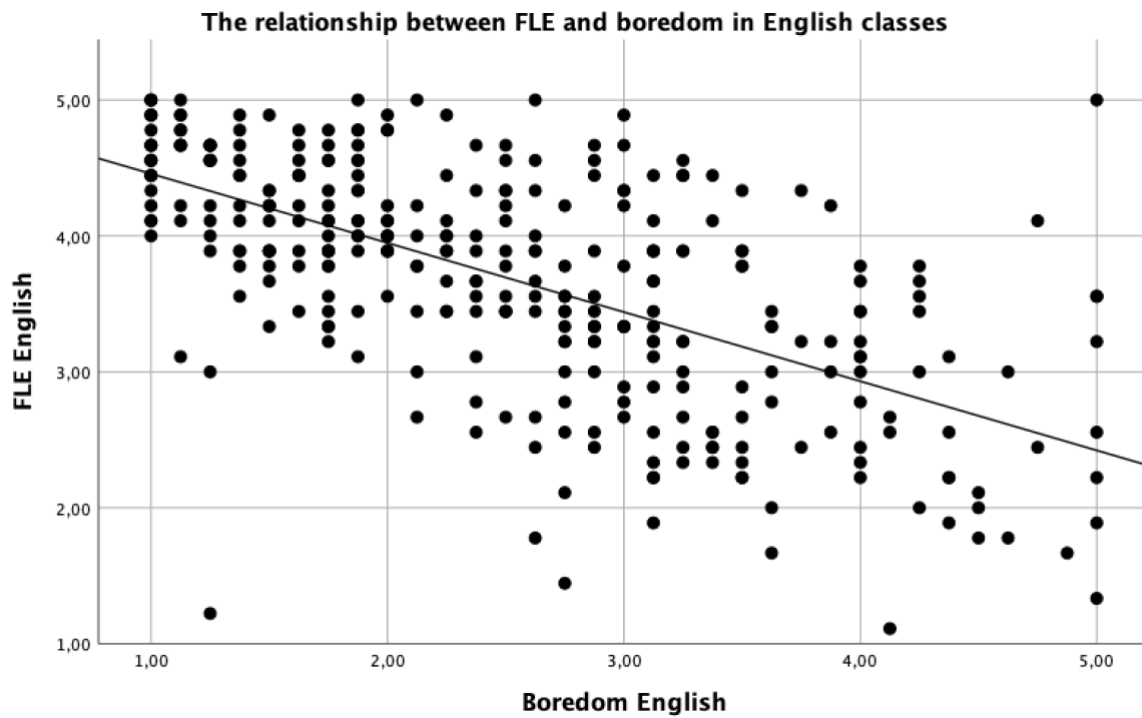


Figure 10. The relationship between FLE and boredom in English classes.

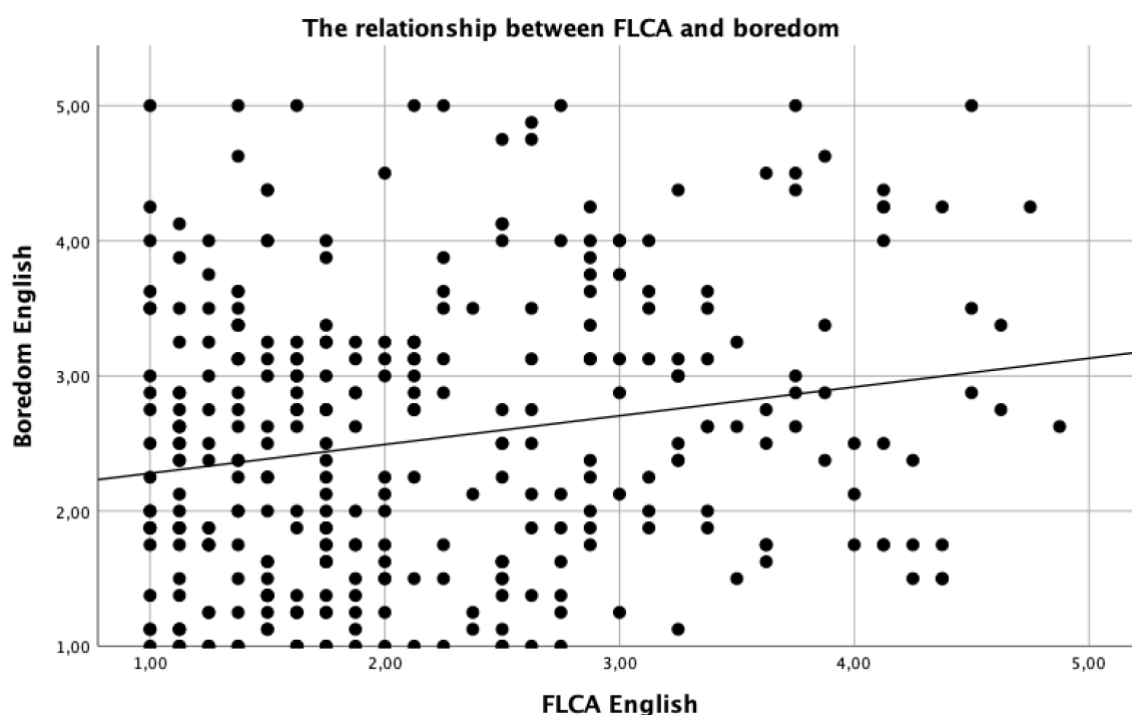


Figure 11. The relationship between FLCA and boredom in English classes.

5.1.3. Relationship between FLE, FLCA and boredom in French classes

Spearman's rank correlation was also employed to assess the relationship between FLE, FLCA and boredom in French classes. Comparable to the results in the context of English classes, a significant negative correlation between FLE and FLCA [$Rho(327) = -.515, p < .001$] as well as FLE and boredom [$Rho(327) = -.689, p < .001$] was found. Hence, learners who indicated high levels of FLE in English classes tend to experience lower levels of boredom and FLCA during these lessons. These negative correlations are visualized in Figures 12 and 13 respectively. Mirroring the results in the context of English classes, the personal dimension is most closely linked to FLCA [$Rho(327) = -.609, p < .001$], followed by social enjoyment [$Rho(327) = -.338, p < .001$] and teacher appreciation [$Rho(327) = -.320, p < .001$]. When it comes to boredom, personal enjoyment also shows the strongest link [$Rho(327) = -.698, p < .001$]. After that, teacher appreciation [$Rho(327) = -.514, p < .001$] and social enjoyment [$Rho(327) = -.481, p < .001$] follow. Finally, as illustrated in Figure 14, there is a much stronger positive link between FLCA and boredom [$Rho(327) = .469, p < .001$] in French classes as opposed to English classes.

Table 4. Correlations between FLE, FLCA and boredom in French classes.

Variable		1	2	3	4	5	6
FLE French	rho	—	.821**	.883**	.800**	-.515**	-.689**
	<i>p</i>	—	.000	.000	.000	.000	.000
Teacher appreciation French	rho	.821**	—	.677**	.446**	-.320**	-.524**
	<i>p</i>	.000	—	.000	.000	.000	.000
Personal enjoyment French	rho	.883**	.677**	—	.535**	-.609**	-.698**
	<i>p</i>	.000	.000	—	.000	.000	.000
Social enjoyment French	rho	.800**	.446**	.535**	—	-.338**	-.481**
	<i>p</i>	.000	.000	.000	—	.000	.000
FLCA French	rho	-.515**	-.320**	-.609**	-.338**	—	.469**
	<i>p</i>	.000	.000	.000	.000	—	.000
Boredom French	rho	-.689**	-.524**	-.698**	-.481**	.469**	—
	<i>p</i>	.000	.000	.000	.000	.000	—

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

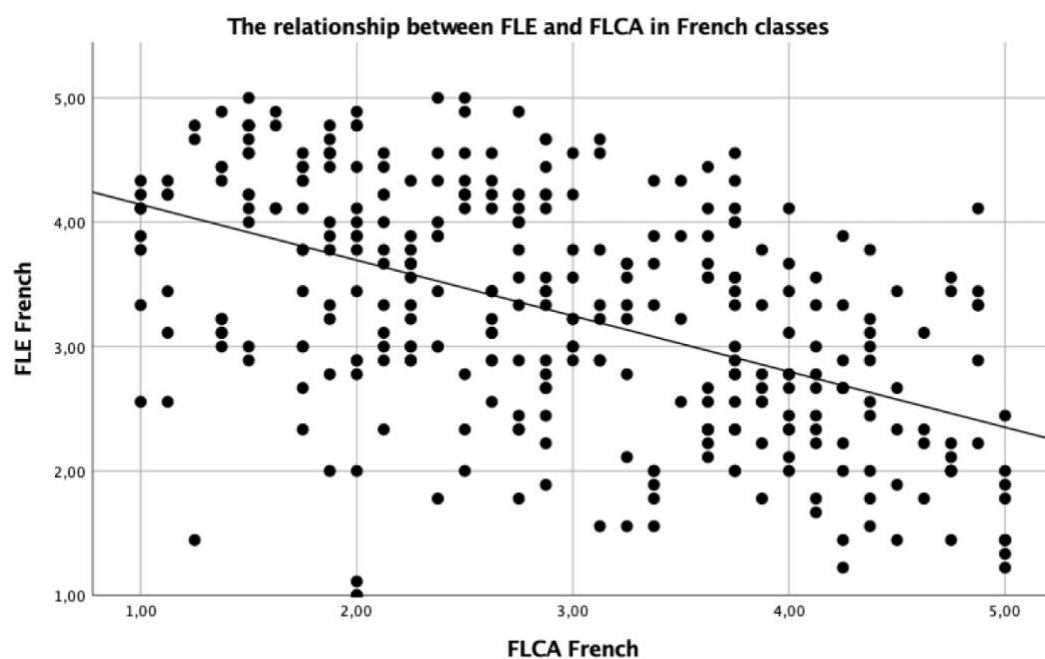


Figure 12. The relationship between FLE and FLCA in French classes.

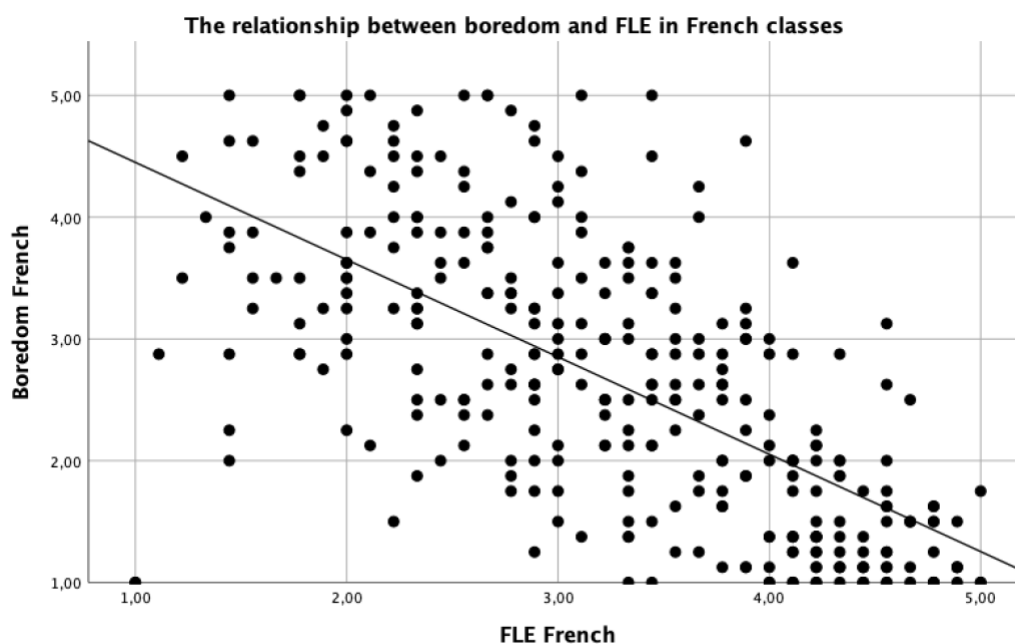


Figure 13. The relationship between boredom and FLE in French classes.

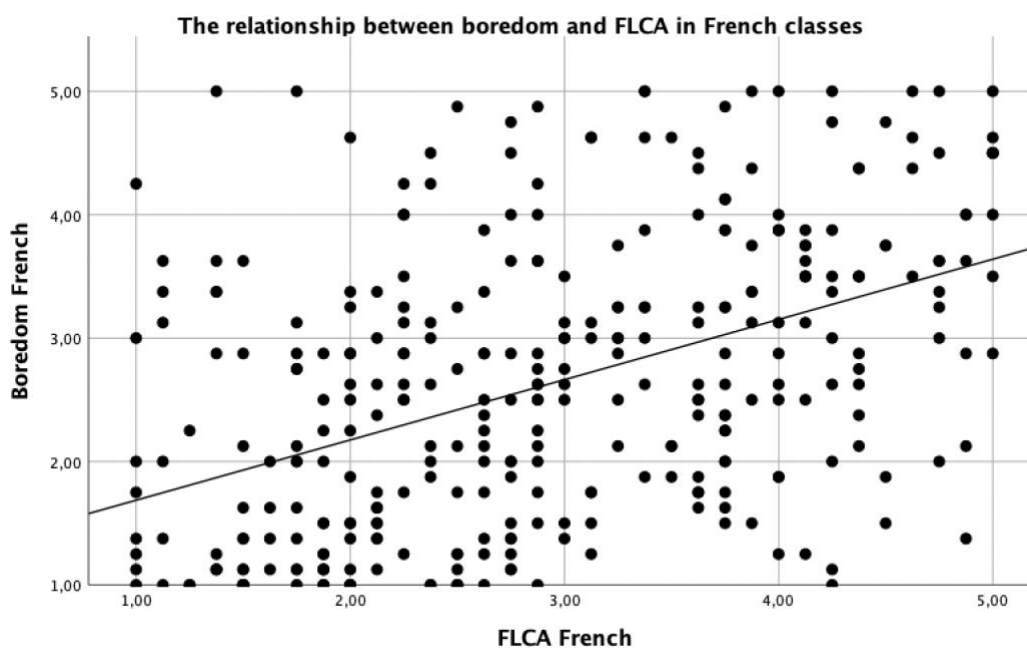


Figure 14. The relationship between boredom and FLCA in French classes.

5.1.4. Relationship between FLE, FLCA and boredom across contexts

Interestingly, as shown in Table 5, no significant links between FLE English and FLE French nor between FLCA English and FLCA French were revealed. Thus, students who experience feelings of enjoyment or anxiety in English class do not necessarily have the same experience during French lessons. There is, however, a positive link between boredom in English classes

and boredom in French classes [$Rho(327) = -.204, p < .001$], though the effect is only medium. This relationship is visualized in Figure 15.

Table 5. Correlations between FLE, FLCA and boredom across contexts.

Variable		1	2	3	4	5	6
FLE English	ρ	—	-.340**	-.642**	-.026	.011	.074
	p	—	.001	.001	.643	.844	.183
FLCA English	ρ	-.340**	—	.167**	-.023	.120*	.011
	p	.001	—	.002	.677	.029	.848
Boredom English	ρ	-.642**	.167**	—	-.080	.062	.204**
	p	.001	.002	—	.146	.261	.000
FLE French	ρ	-.026	-.023	-.080	—	-.515**	-.689**
	p	.643	.677	.146	—	.000	.000
FLCA French	ρ	.011	.120*	.062	-.515**	—	.469**
	p	.844	.029	.261	.000	—	.001
Boredom French	ρ	.074	.011	.204**	-.689**	.469**	—
	p	.183	.848	.001	.001	.001	—

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

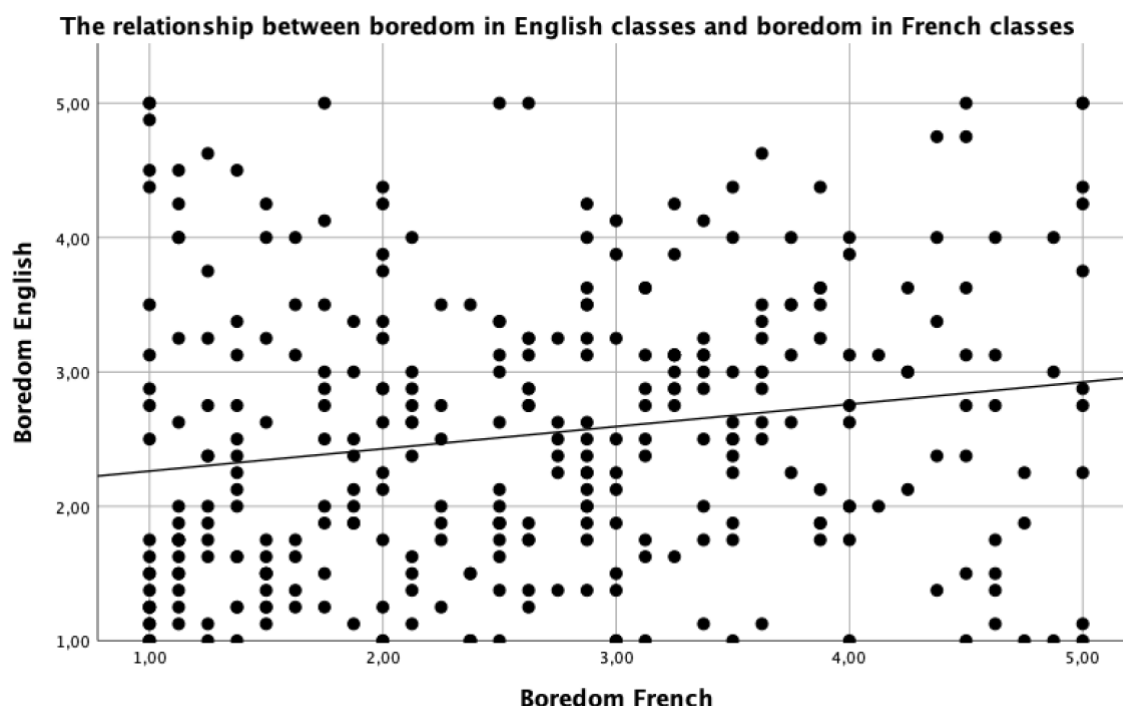


Figure 15. The relationship between boredom in English classes and boredom in French classes.

5.1.5. Relationship between teacher appreciation, social enjoyment and personal enjoyment in English and French classes

To gain a more in-depth knowledge on the factors contributing to FLE, correlations between the subdimensions teacher appreciation, personal enjoyment and social enjoyment in English and French classes were calculated. These relationships are visualized in Table 6.

Regarding English classes, a strong, positive correlation between teacher appreciation and personal enjoyment was revealed [$Rho(327) = .724, p < .001$]. Thus, students with high teacher appreciation also tend to experience more personal enjoyment. This strong, positive link was also revealed in the context of French classes [$Rho(327) = .677, p < .001$]. A similar pattern emerges regarding teacher appreciation and social enjoyment [$Rho(327) = .511, p < .001$]. While the effect is still strong, it is evidently weaker than in the former context. Results concerning French classes reflect this pattern, though Spearman's rho indicates a weaker but nevertheless strong effect size [$Rho(327) = .446, p < .001$]. Finally, a positive link between personal and social enjoyment was shown both in English [$Rho(327) = .543, p = .001$] and in French classes [$Rho(327) = .535, p = .001$]. Similar to the correlation between teacher appreciation and social enjoyment, the effect was large but not as strong as that between teacher appreciation and personal enjoyment.

The only significant link which was found across contexts is a strong positive correlation [$Rho(327) = .174, p < .001$] between social enjoyment in French and English classes. No relationship between the other subdimensions of FLE English and those regarding FLE French could be ascertained.

Table 6. Correlations between teacher appreciation, personal enjoyment and social enjoyment in English and French classes.

Variable		1	2	3	4	5	6
Teacher Appreciation English	rho	—	.724**	.511**	.027	-.024	-.055
	p	—	.000	.000	.621	.661	.322
Personal Enjoyment English	rho	.724**	—	.543**	-.004	-.076	-.095
	p	.000	—	.000	.938	.171	.086
Social Enjoyment English	rho	.511**	.543**	—	.033	-.011	.174**
	p	.000	.000	—	.547	.847	.002
Teacher Appreciation French	rho	.027	-.004	.033	—	.677**	.446**
	p	.621	.938	.547	—	.000	.000
Personal Enjoyment French	rho	-.024	-.076	-.011	.677**	—	.535**
	p	.661	.171	.847	.000	—	.000
Social Enjoyment French	rho	-.055	-.095	.174**	.446**	.535**	—
	p	.322	.086	.002	.000	.000	—

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

5.2. Qualitative analysis

In the last section of the online questionnaire, students were asked to answer seven open-ended questions, which served to provide a deeper insight into the contextual differences between French and English classes. Participants indicated which episodes or activities they perceive as anxiety-provoking, enjoyable or boring in both English and French classes and also expanded on other feelings and emotions they have felt in said contexts.

5.2.1. Activities perceived as anxiety-provoking, enjoyable or boring in both contexts

5.2.1.1. *Enjoyable episodes in EFL and FFL classes*

Both in the context of French and English lessons, feelings of enjoyment were most frequently attributed to their language teacher by the 282 learners who responded to this question. In EFL classes, 47 students (16.67%) mentioned their teacher when asked what they enjoy about English lessons. They explained that their teacher was friendly, helpful, open-minded, understanding, relaxed and that it was possible to have a nice chat with them. What participant no. 292 enjoys most about their teacher is that they bring humor into the classroom (“Am meisten gefällt mir, wie der Lehrer uns Sachen beibringt, kombiniert mit Humor [What I like most is how the teacher teaches us things combined with humor]”). Students no. 106 agrees and mentions the following: “Wir können mit unserer Lehrerin immer lachen, aber wissen auch, wann wir ernst sein müssen. Außerdem gibt unsere Lehrerin und auch sehr viele Tipps für den Alltag mit, die man gut nutzen kann [We can always laugh with our teacher, but we also know when to be serious. Also, our teacher provides us with many tips for everyday life, which are very useful]”. Apart from that, participants, such as learner no. 4, also pointed out that their teacher’s motivation is of importance and so are empathy and additional learning aids (“Die Motivation der Lehrerin, das Einfühlvermögen (...) sowie zusätzliche Lernhilfen. [The motivation of the teacher, the empathy (...) as well as additional learning aids.]”).

Similar to the responses concerning English classes, 43 of the learners (15.5%) explain that it is mainly their teacher who contributes to feelings of enjoyment in French class. Participant no. 49 mentions that they appreciate being able to laugh with their teacher and participant no. 88 highlights their helpfulness. Moreover, four students say that the teacher’s motivation has a significant impact (see, e.g., participants no. 145 and 194) and seven students explain that they perceive their teacher as very patient and feel that making mistakes is accepted (e.g., learners no. 227 and 292). Student no. 106 explains the important role of their teacher as follows: “Meine Lehrerin kann sehr toll erklären und das gefällt den meisten aus der Klasse sehr gut. Auch wenn wir manchmal etwas nicht verstehen, erklärt sie es uns so oft, bis wir es verstanden haben [My teacher can explain very well and most of the class like that very much. Even if we sometimes don't understand something, she explains it to us until we do understand it]”. Also learners no. 131 and no. 193 highlight that their teacher does not give up (“Dass wir trotzdem alles immer wieder neu lernen können und die Lehrerin nicht aufgibt [That we can still learn everything again and again and that the teacher does not give up]”) and that they truly try to make the students learn something (“Die Motivation der Lehrperson und dass sie wirklich probiert uns

etwas beizubringen [The motivation of the teacher and that she really tries to teach us something]”). Overall, it seems that a humorous, empathetic, approachable as well as supportive teacher personality is conducive to FLE.

In both contexts, a preference for varied lessons and creative tasks was apparent. As far as specific activities in English class are concerned, students indicated enjoying watching movies or videos (“[d]ass wir uns oft Videos anschauen”), analyzing literature (“Ich mag es Literatur zu analysieren und zu diskutieren was darin vorkommt”), playing games such as “Kahoot” or “Monopoly” and being assigned creative tasks such as creating a job advertisement (“Kreative Aufgaben wie beispielsweise ein ‘Job Advertisement’ erstellen mit Zeichnung und Ausschreibung.”) or acting (“Schauspielern”). Moreover, reading books was mentioned by six students (see, e.g., participants no. 40 and 162). In French class, watching videos (learner no. 118), listening to songs (learner no. 279) and playing games such as “Kahoot” (learner no. 256) was also mentioned. One aspect which was only named in the context of French class was that students enjoy learning about the French culture (see, e.g., learners no. 93 and 182). Student no. 290 particularly enjoys trying French food during the lessons.

Another aspect which was referred to in both contexts is the importance of peers as well as a pleasant classroom atmosphere. Being able to often work together with a partner during French class was addressed 14 times (4.96%) and participant no. 174 highlights that they like discussion topics with peers (“Mir gefallen vor allem Situationen, in denen wir Schüler untereinander über Themen reden oder diskutieren sollen [I especially like situations where we students are supposed to talk about or discuss topics with each other]”). One student also explains that they enjoy so-called “COOL” assignments which refers to cooperative open learning. Regarding English classes, a total of 32 students stated that they enjoy having discussions in class (see, e.g., participants no. 124 and 178). In the context of French classes, this is only true for 14 students (4.96%), among them, for instance, participants no. 175 and 329). Nevertheless, three participants, more specifically no. 203, no. 217 and no. 219, disagree, saying that they enjoy the times when they get to work on their own the most.

Both in English and French classes, the topics which are discussed were mentioned to have an influence on FLE. Six of the respondents focusing on English class highlight a preference to talk about current events or relevant issues. Learner no. 282 explains that they like “(w)ie offen wir über jedes Thema sprechen können und auch aktuelle Themen besprechen und nicht nur strikt dem Lehrplan folgen [How openly we can talk about each topic and also discuss current topics and not just strictly follow the curriculum]”. In line with this, student no. 300 enjoys

talking about economy as well as current affairs (“Fokus auf Wirtschaft und aktuelles Weltgeschehen”). In French classes, learners especially enjoy talking about new topics (“über ein neues Thema reden”, participant no. 31), which was mentioned by seven participants. Student no. 43 adds that they enjoy speaking about “topics I [they] am [are] familiar with (“Themen wo ich mich halbwegs auskenne”).

Interestingly, more students indicated that they enjoyed French lessons due to liking the language ($n = 27$, 9.57%) which was not often the case when it comes to English ($n = 11$, 3.90%). Participant no. 48 explains that “learning a new language” (“neue Sprache lernen”) was the main reason why they liked their French classes. When it comes to English, student no. 209 highlights “being able to use the language everywhere” (“[d]ass man die Sprache überall anwenden kann”) and student no. 104 feels that they can communicate in this language more easily because they have a stronger command of English (“Es ist keine schwere Sprache und ich beherrsche sie besser und spreche sie auch länger als andere z.B. eben Französisch [It is not a difficult language and I master it better and have been speaking it longer than others, e.g. French]”).

5.2.1.2. *Anxiety-provoking episodes in EFL and FFL classes*

Intriguingly, most of the 284 students who answered this question ($n = 102$, 35.92%) claimed that no specific episodes or activities came to mind in the context of English classes. When it comes to French classes, however, only 50 students (17.61%) gave the same answer while 14 learners (4.93%) stated that everything about class made them feel anxious. Participant no. 325 provides a possible explanation for this disparity, highlighting the increase in difficulty:

Die Steigerung des Schwierigkeitsgrades. Da ich langsam Sprachen lerne, brauche ich dementsprechend viele Wiederholungen im Unterricht von bereits gelerntem Stoff. Für dies ist jedoch nicht immer Zeit. Dabei ist der Lehrplan, an den die Lehrer gebunden sind, hinderlich. [The increase in difficulty. Since I learn languages slowly, I need a lot of repetitions in the lessons of already learned material. However, there is not always time for this. The curriculum to which the teachers are bound is a hindrance.]

Predictably, students also mentioned tests and exams when asked to report on anxiety-provoking episodes in EFL and FFL classes ($n = 49$, 17.25%). Intriguingly, students specifically mention tasks which test their receptive skills, namely listening and reading comprehensions (see, e.g., participants no. 76 and 96).

One of the main factors which contributes to FLCA in both contexts, however, seems to be speaking in front of others. Firstly, participants seem to agree that giving presentations can promote FLCA. This aspect was mentioned by 19 learners (6.69%) in the context of French classes (see, e.g., participants no. 99 and 106) and by 25 learners (8.80%) regarding English lessons (see, e.g., students no. 93 and 207). Moreover, a total of 74 students (26.06%) mentioned that having to speak spontaneously without preparation was a catalyst for feelings of anxiety during French class. This was also mentioned by seven learners (2.46%) with regard to English class where student no. 146 notices the following: “Wenn ich eine Vorbereitungszeit von 5min bekomme und dann eine kurze Präsentation halten muss. Wobei mir das Präsentieren an sich nicht allzu schwer fällt, sondern die Angst zu vergessen [If I get a preparation time of 5min and then have to give a short presentation. Whereby the presentation itself is not too difficult for me, but the fear to forget]”. Judging by this statement, not being able to prepare adds an additional source of anxiety. Student no. 12, for example, explains that they fear “the teacher’s reaction in case I [they] gave the wrong answer to their question” (“Die Reaktion von der Lehrerin wenn ich (...) die falsche Antwort zu ihrer Frage gebe”). In a similar vein, participant no. 104 feels afraid when having “to talk about something I [they] do not have sufficient knowledge of [content-wise]” (“Wenn ich über etwas reden muss, worüber ich keine Ahnung habe”). Furthermore, students seem to worry about their limited range both when it comes to French and English classes. Participants no. 145 and 146 mention “Wenn ich zum Sprechen aufgefordert werde und mir manchmal das Vokabular fehlt [When I'm asked to speak and sometimes lack vocabulary]”; “ich glaube, dass mein Französisch beziehungsweise mein Wortschatz nicht gut genug/ausreichend in meinen Augen ist [I believe that my French or vocabulary is not good enough/sufficient in my eyes]”). With regards to French class, learner no. 326 explains that there are “a lot of words which could be forgotten quickly” (“So viele Wörter die schnell in Vergessenheit raten”). Concerning English class, primarily topic-specific vocabulary was addressed. Students no. 21 and 64, for instance, mention being afraid that they might lack the vocabulary crucial to being able to talk about certain topics (“Wenn ich nicht genügend (...) Vokabular zu einem bestimmten Thema habe [If I don't have enough (...) vocabulary on a particular topic]”; “dass mir die Wörter, die ich beim Reden brauche, nicht einfallen [that I can't think of the words I need when I talk]”). Another factor which was addressed in this context is pronunciation which was mentioned 16 times in the context of English classes (5.63%) and six times regarding French classes (2.11%). Learner no. 327, for instance, fears that others cannot understand them due to their thick accent: “Manchmal habe ich das Gefühl, dass mich andere durch meinen starken Akzent nur schwer oder gar nicht

verstehen [Sometimes I have the feeling that my strong accent makes it difficult or impossible for others to understand me]”. What seems to mitigate this fear, however, is knowing that the teacher will support the students and help them with pronunciation: “falsche Aussprache, aber in diesem Fall hilft unsere Frau Professor ohne Probleme [incorrect pronunciation, but in this case our professor helps without any problems]” (participant no. 208).

Additionally, students fear not being able to apply the knowledge they gained with regards to grammar and sentence structure. Students no. 282, for instance, argues that they rarely did speaking tasks and thus have not learned how to apply what was learned: “Nicht aus dem Kopf heraus Französisch sprechen zu können. Wir lernen NIE wie man das Gelernte auch anwendet und machen auch nie Sprechübungen [Not being able to speak French off the top of my head. We NEVER learn how to apply what we have learned and never do speaking exercises]”. Student no. 289 even fears that they have not been sufficiently prepared for their school-leaving exams as they rarely revise grammar items: “Leider machen wir kaum Grammatik, weshalb ich mich Sorge, ob wir gut für die Matura vorbereitet sind [Unfortunately, we hardly do grammar, which is why I worry about whether we are well prepared for the school-leaving exam]”. Lastly, participants mentioned that they fear their teacher. This aspect was referred to four times when asked about English class (1.41%) and 16 times in the context of French class (5.63%).

Considering these responses, students seem to be especially anxious about making mistakes, an aspect which was explicitly mentioned 22 times across both contexts (7.75%) but is also reflected in the aforementioned statements concerning vocabulary, grammar and pronunciation.

5.2.1.3. *Boredom-inducing episodes in EFL and FFL classes*

In the context of English lessons, most of the 276 students ($n = 42$, 15.22%) who responded to this question indicate that disinterest is one of the main reasons why they start feeling bored. This is particularly true for the topics which are discussed in class (“Wenn wir über Themen reden, die mich nicht interessieren [When we talk about topics that don't interest me]”, participant no. 24). Only student no. 285 elaborated on the specific topics which came to their mind and explained that they feel bored “when discussing environmental protection and LGBTQ” (“Wenn wir über Umweltschutz und LGBTQ reden”).

Another common source of boredom during EFL lessons is revising or practicing grammar which was mentioned by 19 individuals (6.88%). Students who mentioned grammar did not elaborate on why this specific part of English class is boring for them. However, having to complete worksheets or tasks in their schoolbooks was also mentioned by various students (n

= 19, 6.88%) as well as having to do tasks which seem to be below their skill level ($n = 14$, 5.07%) or repetitive ($n = 15$, 5.43%). Thus, the nature of the tasks and the level of difficulty might be a source of boredom. More specifically, experiencing a lack of challenge seems to be highly unfavorable.

Participants' reports on episodes which typically lead to boredom were slightly more ambiguous in the context of French classes. To begin with, far less students mentioned uninteresting topics as a source for boredom with regards to French class ($n = 13$, 4.71%) whereas grammar was mentioned almost equally as often ($n = 17$, 6.16%). While some students ($n = 14$, 5.07%) tend to feel bored if they cannot follow the lesson because they do not know enough about the topic at hand ("Wenn ich mit dem Thema nicht mitkomme und dann abschweife [If I can't keep up with a topic and then digress]", participant no. 266) or they do not understand something to the point where they do not even want to try ("Bei Sachen die ich sowieso nicht verstehe und bei denen ich es gar nicht erst versuchen will [When it comes to things I don't understand anyway and where I don't even want to try]", participant no. 262), others explain that this is the exact reason why they do not experience boredom. Student no. 101, for instance, describes that they rarely get bored because they want to participate as they want to improve their language skills ("Selten, da ich immer versuche mitzuarbeiten und mitzudenken, weil ich ja sehr schlecht bin was die Sprache angeht [Rarely, because I always try to participate and follow the lesson because I'm very bad when it comes to this language]"). Student no. 88 adds that they are never bored because the fact that they could be called on at any time makes them feel tense ("Nie, bin immer angespannt weil ich jeden Moment drankommen könnte [Never, I'm always tense because I could get called on at any moment]") and learner no. 165 explains that they always need to stay focused ("Eigentlich nie, man muss sich immer konzentrieren [Actually never, you always have to concentrate]"). An equal number of participants ($n = 14$, 5.07%) gets bored "if I [they] already know the content that is discussed" ("Wenn ich den Stoff schon kann [If I already know the material]", participant no. 65) or if something is revised that has been tackled several times before ("Ich fühle mich manchmal gelangweilt, wenn wir Grammatik wiederholen, die wir schon mehrmals wiederholt haben [I sometimes feel bored when we revise grammar that we have already revise several times]", participant no. 174). Tying in with this, three students report feeling bored if the lessons are monotonous and predictable. Personal reasons include feeling tired ($n = 3$, 1.09%), hungry ($n = 1$, 0.36%) and being in a bad mood ($n = 1$, 0.36%).

Generally speaking, students seem to get bored most easily if they are not engaged, either because the lessons are perceived as monotonous or not challenging enough. Moreover, the nature of the chosen tasks can have an influence on boredom as well as the students' self-perceived skill level.

5.2.2. Other emotions experienced in EFL and FFL classes

For the last open question of the questionnaire, students were asked to indicate any other emotions they experience in EFL and FFL classes, apart from enjoyment, anxiety and boredom. In line with the results of the quantitative analysis, positive feelings in English classes by far outweigh those in French classes, in which more negative emotions were recounted by the 252 participants who responded to this question. While more than half of the emotions which students report having felt during English class were positive, two thirds of the feelings mentioned in connection with French classes were negative (see Tables 7 & 8).

Table 7. Emotions/feelings mentioned in connection with English classes.

Other emotions/feelings experienced in English classes	Frequency	Percentage
Relaxation	28	11.11%
Confidence	22	8.73%
Happiness	15	5.95%
Motivation	6	2.38%
Excitement	6	2.38%
Interest	6	2.38%
Pride	2	0.79%
Insecurity	1	0.40%
Frustration	1	0.40%
Annoyance	1	0.40%
Nervousness	1	0.40%

Note: Bold-print indicates positive feeling.

Table 8. Emotions/feelings mentioned in connection with French classes.

Other emotions/feelings experienced in French classes	Frequency	Percentage
Nervousness	18	7.14%
Happiness	3	1.19%
Anger	3	1.19%
Stress	2	0.79%
Interest	1	0.40%
Demotivation	1	0.40%
Sadness	1	0.40%

Note: Bold-print indicates positive feeling.

A majority of the students ($n = 28$) explained that they are more relaxed and at ease during English classes, which is followed by 22 students who feel more confident. Neither of these emotions seem to be experienced during French lessons. To put it in participant no. 324's words: "Englisch gehe ich viel lockerer an, weil ich die Sprache viel flüssiger spreche - also nicht so viel Nervosität, mehr Heiterkeit [I approach English much more calmly because I speak the language much more fluently - so not so much nervousness, more cheerfulness]". In line with this participant's explanation, 22 others explained feeling more confident in English classes. Learner no. 321 justifies this by saying that English is often used to communicate in the media as opposed to French, which is rarely used in German-speaking countries ("In Englisch fühlt man sich generell sicherer, da in den Medien auch viel auf Englisch kommuniziert wird. Im Vergleich nützt man Französisch in einem Deutsch sprachigen Raum nicht wirklich [In English, you generally feel more confident, as a lot of communication in the media is also done in English. In comparison, French is not really useful in a German-speaking area]"). They go even further and state that this might lead to quickly forgetting what has been learned ("man kann das Gelernte schnell vergessen [you can quickly forget what you have learned]"). Likewise, student no. 59 explains why they feel this way by pointing out that they mainly consume more English media than German in their spare time ("Im Englisch Unterricht bin ich eher aktiv dabei, weil ich mich mit der englischen Sprache sicherer fühle, schon alleine weil ich in meiner Freizeit mittlerweile mehr englische Medien konsumiere als deutschsprachige [In English lessons, I am more active because I feel more confident with the English language, if only because I now consume more English media in my free time than German]"). Other negative emotions felt in French class include anger ($n = 3$), stress ($n = 3$), and sadness ($n = 1$). As for English lessons, interest ($n = 6$) and pride ($n = 2$) but also insecurity ($n = 1$), frustration ($n = 1$) and annoyance ($n = 1$) were mentioned. Unfortunately, students did not expand on the reason why they felt this way.

Concerning French classes, most students ($n = 18$) indicated that they feel nervous during class. In comparison, only one student (no. 181) recounts feeling nervous in English class and explains the following: "ich bin viel nervöser in Englisch, weil ich das Gefühl habe, dass nicht jeder die Aussprache in Französisch gut kann aber in Englisch viele besser sind als ich und ich mag meine Aussprache nicht und finde es peinlich vor anderen zu reden [I am much more nervous in English because I feel that not everyone has a great pronunciation in French but in English many are better than me and I do not like my pronunciation and find it embarrassing to speak in front of others]". Similar to this, student no. 279 who reports feeling nervous in French class states that "many [of their classmates] would not dare to talk in French as they do not feel

capable enough” (“In Französisch trauen sich viele nicht reden weil wir das nicht gut können”). One of the main reasons for feelings of nervousness seems to be the fact that students have been learning English for a longer time and are thus more proficient. To put it in student no. 173’s words: “(ich merke, d)ass ich am Englischunterricht viel lieber teilnehme, da ich keine Angst davor habe, mich zu verschlechtern oder dass ich allgemein schlechter bin als alle anderen. (In) Französisch habe ich immer das Gefühl nicht gut genug zu sein und dass meine Mühe unbezahlt beleibt [(I notice) that I prefer participating in English lessons because I am not afraid of deteriorating or being less successful than everyone else. (In) French I always have the feeling that I am not good enough and that my effort was for nothing]”). Student no. 190 agrees and states that they are often insecure or unsure because they do not feel as proficient as in English (“Im Französischunterricht bin ich mir im Vergleich oft nicht sicher, wenn ich vor der Klasse etwas sagen muss. Ich kenne diese Sprache eben viel weniger [In French lessons, in comparison, I am often insecure when I have to say something in front of the class. I just know this language much less]”). Likewise, learner no. 215 highlights that they have been learning English much longer which is why they feel more confident about their skills: “Ich fühle mich selbstsicherer in Englisch, weil ich diese Sprache schon länger lerne und besser darin bin [I feel more confident in English because I have been learning this language for a long time and I am better at it]” They add that they also feel noticed and more supported by their English teacher and are called on more often (“von der Lehrerin in Englisch werde ich mehr beachtet, öfter drangenommen und mehr unterstützt [the English teacher pays more attention to me, calls on me more often and supports me more]”). Participant no. 216 gave a similar answer and adds that they have been lacking motivation in French: “Im Englischunterricht habe ich mehr Lust, weil ich die Sprache auch fließend sprechen kann. Die französische Sprache mag ich auch sehr und ich würde gerne fließend sprechen können allerdings merke ich das mir die Motivation in letzter Zeit fehlt [I am more keen on English lessons because I can speak the language fluently. I also like French very much and I would like to be able to speak fluently but I notice that I lack the motivation lately]”. Feeling motivated was only mentioned in the context of English classes ($n = 6$) whereas French classes were viewed as demotivating by one student. Mirroring their peers’ responses, student no. 104 says that they “feel better and more motivated during English lessons because I am [they are] better at English than at French” (“Ich fühle mich besser und motivierter, weil ich Englisch besser beherrsche als Französisch.”).

Apart from feeling more at ease and confident during English classes, the participants also indicate experiencing happiness ($n = 15$), excitement ($n = 6$) and interest ($n = 1$). The former was also mentioned by three students in the context of French lessons. Participant no. 300

names three reasons why they feel better when attending English classes: “mehr Humor, lockerere Stimmung, bessere Klassengemeinschaft [more humor, relaxed atmosphere, better class community]”. Accordingly, student no. 278 states that I [they] feel excited for English class whereas I [they] have to force myself [themselves] every day to even attend French lessons” (“Ich freue mich immer sehr auf Englisch während ich mich jeden Tag zwingen überhaupt in die Richtung des Französischraumes zu gehen”). They further explain that “I am [they are] highly motivated during English lessons and want to share my [their] opinion and discuss things with others, while in French class I [they] would prefer not to be addressed” (“Ich bin auch sehr motiviert in Englisch und möchte meine Meinung teilen und mit anderen diskutieren, während ich in Französisch am liebsten nicht angesprochen werden würde”).

A prevailing trend towards EFL lessons being more enjoyable was apparent as significantly more positive emotions were mentioned in relation to English classes as opposed to French lessons. Regarding the latter, considerably more negative emotions were reported.

6. Discussion

6.1. Differences between FLE, FLCA, and boredom ratings in EFL and FFL classes (RQ1)

The first research question of this paper focused on to what extent enjoyment, anxiety and boredom ratings differ in French and English classes. Overall, the respondents experienced significantly higher levels of FLE than FLCA in both contexts, mirroring findings of previous research (see, e.g., Dewaele & MacIntyre 2014; Resnik & Dewaele 2020).

Perhaps the most striking finding concerning contextual differences was that enjoyment ratings were considerably higher in English as opposed to French classes. This finding is consistent with that of De Smet et al. (2019: 15) who found that students experienced more enjoyment in English as opposed to Dutch classes. A closer look at the three subdimensions of FLE reveals that significantly more personal and social enjoyment is experienced in EFL lessons in comparison to FFL lessons. Interestingly, teacher appreciation remained the most stable of all three subdimensions, which reflects the findings of Resnik and Dewaele regarding contextual differences on the level of FLE subdimensions (2021: 16). What is interesting, though, is that contrary to Resnik and Dewaele's (2021) classroom setting, French and English classes were not taught by the same teachers in this study. Furthermore, this was the dimension on which respondents scored highest, underlining the teachers' key role in facilitating FLE (see also Li, Jiang & Dewaele 2018: 193).

It could be argued that English classes tend to evoke more FLE as it is “a popular and global language” (De Smet et al. 2019: 14). Indeed, students responding to the open questions highlighted that English is a language that can be used anywhere and everywhere. Although this was not further elaborated on, one can assume that the students might have been referring to travel, the world of work or even the academic context. Being able to speak such a global language increases employment prospects, opportunities for cultural exchange and participation in the academic discourse. Considering that English is spoken worldwide, having reached a certain level of proficiency enables learners to communicate with others not only while travelling but also when spending time online, an activity which is becoming increasingly popular among the younger generation. As this study was conducted among high school students between the ages of 14 and 21, one can assume that the participants predominantly consume digital media where English is most definitely the governing language. Arguably, learners are more motivated and interested in learning and thus understanding and using a language which facilitates participation in the online world including social media, streaming

platforms, online games, podcasts or even interviews of their idols. Such informal learning opportunities, typically found outside the walls of educational institutions, are referred to as Extramural English (EE), a term which was first coined by Sundqvist (2009: 25). Ever since the introduction of EE, this concept has risen in importance. Indeed, Schwarz (2020) found that more than 95% of Austrian high school students who participated in her study engaged in an Extramural English activity every day. EE has not only proven beneficial concerning students' receptive language skills, but also regarding their range and has even helped them feel more confident and motivated (Schurz, Coumel & Hüttner 2022: 13), which might explain participants' preference for English in this study.

Though English was more popular among the participants of this study, many students also pointed out that they in fact enjoyed French lessons more because they prefer this foreign language (see, e.g., participant no. 256: "Ich mag Französisch viel lieber [I like French much more]"). Tying in with this, Deweale and Proietti Ergün (2020: 45) revealed similar enjoyment ratings concerning English and Italian lessons at an Italian immersion school where both languages have a similar appeal. Hence, personal preference might also have an impact on how the different foreign languages are perceived.

Another aspect which was mentioned with regard to FLE was the fact that the students have been learning and speaking English for a longer period of time, making the process of learning it appear easier at times. Of course, one could also argue that they are, in turn, more fluent and have already achieved a higher level of proficiency, which enables teachers to choose conversation and discussion topics which align with the learners' interests. In turn, not only learners' WTC is boosted (Dewaele 2019: 11) but classes are also made more interesting and engaging.

Regarding FLCA, the quantitative analysis showed a striking decline in anxiety ratings in English classes compared to French classes, mirroring results yielded by Deweale and Proietti Ergün (2020: 45). This outcome is contrary to that of Dewaele and MacIntyre (2022: 156) who found that participants experienced lower levels of enjoyment when learning English as opposed to other languages and higher levels of anxiety in English classes compared to other foreign language classes. The scholars conclude that "learning a less global FL can actually be more fun" (Dewaele & MacIntyre 2022: 173). This is because they speculate that students learning languages other than English tend to be more emotionally involved as they are "doing something extraordinary" (Dewaele & MacIntyre 2022: 172), which is not necessarily the case for the participants for whom learning a third language is in fact obligatory, though one

participant did mention that they felt excited about learning a new language. It should additionally be noted that a different demographic was sampled, making it difficult to draw appropriate and direct comparisons. For one, a vast majority of participants in Dewaele and MacIntyre's (2022) study were at university level and less than a seventh were high school students. Furthermore, learners of a variety of different foreign languages other than English were scrutinized and 90 different nationalities were represented within the sample. Indeed, Dewaele and Proietti Ergün (2020: 48) argue that various aspects need to be considered when comparing classroom emotions experienced in different FL classes. These include differences in micro-level (i.e. learner-internal and teacher-centered) variables, meso-level variables (e.g., the school type as well as the learners' community) and macro-level variables (e.g., perception of the target language).

Lastly, no significant difference was revealed with regards to boredom, which indicates that this emotion might be the most stable of the three scrutinized in this study. However, in accordance with previous findings (see, e.g. Pawlak et al. 2020; Resnik & Dewaele 2020; Zawodniak, Kruk & Chumas 2017), participants mainly reported feeling bored due to language activities. Especially tasks which are repetitive, not engaging or simply not suitable for students' skill levels evoke feelings of boredom. Thus, it seems vital for educators to ask for feedback so they can judge how the activities to be completed in the language classroom are perceived. Nevertheless, as contextual differences do not seem to have an impact on whether or not students feel bored, the question is raised in how far boredom is governed by learner-internal variables as opposed to learner-external variables.

6.2. Link between FLE, FLCA and boredom ratings in EFL and FFL classes within and across contexts (RQ2,3,4+5)

Interestingly, no significant links between FLE English and FLE French nor between FLCA English and FLCA French were revealed. Thus, students who experience enjoyment or anxiety in English classes may not automatically feel the same way in French lessons. This outcome is contrary to that of Dewaele and Proietti Ergün (2020: 45) who found a positive link between higher levels of FLE among Turkish students studying English and Italian. However, a significant negative correlation between FLE and FLCA emerged in both contexts, a trend which has been apparent in previous research (see, e.g., Dewaele & MacIntyre 2014; Dewaele & MacIntyre 2016; Resnik & Dewaele 2020). This finding is consistent with that of Dewaele and MacIntyre (2016: 233) who found that students experiencing positive emotions tend to

indicate lower anxiety levels. This should, however, not be misinterpreted in the sense that teachers' trying to counteract learners' experienced FLCA automatically increases their FLE as these emotions do not behave in a seesaw manner (Dewaele & MacIntyre (2016: 230). While the findings of this as well as previous studies confirm that learners who experience more enjoyment also tend to experience less anxiety, alleviating feelings of anxiety does not automatically result in higher levels of FLE (Dewaele & MacIntyre 2016: 230). Accordingly, Dewaele et al. (2016: 57) advise teachers to come to terms with the fact that creating an environment which boosts FLE might mean coming to terms with the fact that students might temporarily experience feelings of anxiety.

Within contexts, a strong, positive correlation between teacher appreciation and personal enjoyment as well as teacher appreciation and social enjoyment was discovered. Linked to the role of the teacher, previous studies have demonstrated that teachers have a significant impact on FLE and highlighted the significance of teacher-related predictors of positive and negative classroom emotions, among them Dewaele and Dewaele (2020: 46) who found that teachers have a bigger impact on FLE than on FLCA. Moreover, a link between personal and social enjoyment was shown both in French and in English classes, corroborating Dewaele and MacIntyre's (2016: 233) finding that FLE is highly dependent on the social context learners find themselves in.

Across contexts, however, only a link between social enjoyment could be established. This finding substantiated Dewaele and MacIntyre's (2016: 233) claim that learning in a "supportive environment" among "encouraging peers" are at the heart of FLE. This notion has since been substantiated by Li, Jiang and Dewaele (2018: 194) who highlight that the "given social context of foreign language learning" has as much influence on FLE as one's individual experiences and Resnik and Schallmoser (2019: 541) who point out that "aspects that contributed most to the enhancement of participants' perceived enjoyment were primarily linked to interpersonal relations".

Concerning the relationship between FLE, FLCA and boredom in French and English classes, meaning across contexts, merely a positive relationship regarding boredom was found. Whereas recent findings suggest that it is in fact learner-external variables which have the most significant influence on feelings of boredom, this result gives reason to assume that boredom might be a stable construct. Past studies have implied that it is mainly the way in which lessons are structured and how the content is conveyed which can have an influence on foreign language boredom. Derakhshan et al. (2021: 11) have, for instance, stressed that repetitive teaching and

learning activities, limited interaction and involvement as well as a lack of challenge are reasons why students experience boredom. If boredom is, indeed, primarily governed by learner-internal variables, teachers should not be the only ones to blame if their students feel bored. Nevertheless, a negative link between FLE and boredom could be established within contexts, which once again highlights the importance of promoting feelings of enjoyment in language classes.

6.3. Other emotions experienced in both contexts (RQ6)

Mirroring the results of this study's quantitative analysis, students associate far more positive emotions with EFL classes. The most frequently mentioned feelings in this category were all positive, including feeling confident, happy, motivated, excited, interested and proud. This result ties in with that of Resnik and Dewaele (2020) who found that positive emotions were also mentioned by far more frequently for English lessons as opposed to L1 German lessons. As mentioned above, the trend of English classes evoking more positive emotions than any other language lessons might have developed due to its globally significant status and popularity (De Smet et al. 2019: 14). This might also explain why, regarding positive emotions felt in FFL classes, only three of the participants indicated feeling happy and one noted that they are interested in what they learn.

Surprisingly, considerably more respondents mentioned experiencing negative emotions when asked about FFL classes, the most prominent being feeling nervous. Interestingly, in contrast, only one learner mentioned feeling nervous in the context of EFL lessons. One of the main reasons for this might be a lack in confidence as well as low self-perceived proficiency. Based on the participants' self-reports, one of the main reasons for feelings of nervousness seems to be a lack in confidence as well as low self-perceived proficiency. One student, for example, explained that they, similar to their peers, would never dare to speak French in front of others as they do not feel capable enough. In contrast, another learner pointed out that they prefer participating in English lessons because they feel much more confident when it comes to their abilities in English. When considering contextual differences, it should be emphasized that the participants of this study have been learning English for a much longer period of time, which might also explain why confidence was the second most reported emotion in the context of English lessons yet was not mentioned at all in connection with French classes. This assumption is in line with findings by Dewaele and MacIntyre (2014: 262) who revealed that those who scored higher in self-perceived proficiency reported lower levels of FLCA, and by Dewaele et

al. (2018: 691) who confirm that FL learners who have more experience tend to be less anxious. Additionally, Resnik and Dewaele (2020: 1) found that learners are much more likely to experience anxiety in FL classes as opposed to their German L1 classes, confirming that anxiety levels are likely linked to the participants' (self-perceived) proficiency as well as how frequently the respective language is used, both of which are arguably higher in one's L1 (Resnik & Dewaele 2020: 9). This is in line with Dewaele and Proietti Ergün (2020: 45) who found that higher levels of anxiety can be linked to students' lower self-perceived proficiency. Similarly, a study conducted among Turkish students studying English and Italian at a secondary immersion school showed that FLCA levels were higher in Italian as opposed to English lessons (Dewaele & Proietti Ergün 2020: 45).

6.4. Episodes students perceive as anxiety-provoking, enjoyable or boring in EFL and FFL classes (RQ7)

The final research question was targeted at discovering which episodes are regarded as anxiety-provoking, enjoyable or boring in English and French classes among participants. Unsurprisingly, a majority of enjoyable episodes, both in French and English classes, were attributed to the language teacher. What was perceived as especially positive was teachers demonstrating attributes such as friendliness, helpfulness, open-mindedness or understanding. Moreover, students appreciate a teacher's motivation, empathy as well as additional support. These findings are in line with those of Dewaele et al. (2018: 692) who stress that a teacher's likability plays a key role in establishing feelings of enjoyment. Intriguingly, the most commonly cited teacher-specific variable, namely frequency of use of the FL or them being (non)natives (see, e.g., Dewaele et al. 2018: 692; Dewaele, Franco & Saito 2019: 422) was not mentioned in either context.

Among the most enjoyable episodes mentioned in the context of English lessons were open discussions, which was not the case for French classes. In this case, it could be argued that students' WTC was in fact influenced by their already high level of classroom enjoyment (see Lee 2022). At the same time, this might also be one of the contributing factors as to why social enjoyment was significantly higher in English classes as opposed to French classes.

When it comes to specific activities, games such as Kahoot or Monopoly were perceived as enjoyable (see participants no. 256 and 245 respectively), as has previously been suggested by scholars such as Allen et al. (2014) and Botes, Dewaele and Greiff (2021). Moreover, creative tasks including role play or designing something were mentioned. In this context, Dewaele and

MacIntyre (2014: 256) point out that such student-centered activities are particularly conducive to FLE as they promote autonomy and enable students to follow their interests.

Also in this context, the importance of peers as well as the need for a pleasant classroom atmosphere were stressed, mirroring results of previous studies highlighting the influence of learners' perceived relative standing in a group on FLE (see, e.g., Dewaele & MacIntyre 2014; Dewaele et al. 2018). More specifically, various participants of this study pointed out that a positive class community is what makes the lessons more enjoyable, which confirms Dewaele and MacIntyre's (2016: 225) claim that supportive and encouraging classmates are at the heart of FLE.

Lastly, students were asked to elaborate on episodes in which they experience boredom. Overall, students seem to get bored most easily if they are not engaged, either because the lessons are perceived as monotonous or not challenging enough corroborates results of recent studies (see Pawlak et al. 2020; Pawlak, Kruk & Zawodniak 2022; Resnik & Dewaele 2020). Dewaele, Botes and Greiff (2022: 14) point out that this pattern seems to be especially prevalent among Western learners. Consequently, some respondents also claimed never feeling bored in French class because they feel that they need to pay attention, stay focused and actively participate.

In line with Zawodniak, Kruk and Chumas (2017: 433), dissatisfaction with language activities was the most commonly mentioned factor regarding the perceived boredom in EFL and FFL classes. Tasks which are considered especially disengaging by respondents include having to complete worksheets, especially those aimed at practicing grammar, and being asked to do tasks in their schoolbooks. As has been proposed by Pawlak, Kruk and Zawodniak (2022), learners in this study, too, reported feeling especially bored during episodes which were perceived as redundant and lacking in challenge. Seeing as the participants of this study are in high school, they have already spent a lot of time attending foreign language classes, which is why they might seek diversity and variety.

6.5. Implications of this study

In line with previous findings, experiencing high levels of enjoyment was revealed to mitigate the experience of anxiety and boredom (see Dewaele et al. 2022; Li 2021). Moreover, both in English and French classes, feelings of FLE outweighed the two negative emotions. Therefore, it seems worthwhile to focus on boosting FLE rather than exclusively trying to combat negative learner emotions such as the ones investigated in this study. Indeed, preceding research (see, e.g., Dewaele & Dewaele 2020; Dewaele et al. 2018; Dewaele, Franco & Saito 2019; Dewaele & MacIntyre 2019; Jiang & Dewaele, 2019) has confirmed that educators have a greater impact on increasing enjoyment than easing negative emotions. As was expected, teachers were also revealed to be at the heart of FLE among the participants of this study with teacher appreciation being the most prominent subdimension of FLE experienced both in English and in French classes. Additionally, the importance of teachers was frequently stressed throughout students' self-reports when it comes to encouraging enjoyment and alleviating fear. Based on the results of this study, higher enjoyment ratings among students can be achieved if teachers are perceived as friendly, helpful, open-minded, understanding as well as motivating. Moreover, educators should try to establish an environment in which learners feel encouraged and supported (see Dewaele & MacIntyre 2016). Thus, it seems indispensable to establish rapport and try to connect to the learners on a personal level by actively listening to them, encouraging feedback, asking them to share their experiences, paying attention to their interests, spending time with them outside of the classroom or bringing humor into the classroom. In any case, it seems crucial to not only convey content but to also dedicate time to establishing strong relationships and social bonds. This is especially true considering that one of the most prevalent aspects mentioned in connection with FLE was the importance of a supportive and pleasant classroom atmosphere as well as a strong bond to one's classmates when learning a foreign language. In this regard, Pan and Zhang (2022: 20) urge teachers to opt for teamwork and tasks which encourage collaboration as frequently as possible as this is a promising way to increase trust and foster stronger social bonds among peers and, in turn, facilitates a pleasant and effective learning environment and boosts enjoyment. Activities which promote communication and interaction include role plays, debates, a mock trial, the production of a short film or working on a project but also task-based or information gap activities (Pan & Zhang 2022: 21). Moreover, drama activities such as acting, devising a play or drafting a short sketch, have not only been found to encourage more interaction and participation among learners but also to positively contribute to motivation and enjoyment (Ur 1996: 123).

Nevertheless, one should not forget that some students do prefer to work on their own and might feel overwhelmed if asked to learn in groups. Moreover, teachers need to pay close attention to the atmosphere in class as it cannot be assumed that there are no conflicts among the learners. Collaboration does seem to be a promising tool, but it might not be the cure to all since social dynamics in schools can be very intricate due to the diverse student population. It is up to educators to evaluate whether teamwork seems to be a beneficial choice in the respective classes or presents more of a hinderance.

Based on participants' self-reports, revision of grammar and disinterest in the topics or tasks tackled in class are among the most boredom-inducing factors. Additionally, students were more likely to be bored if they perceived activities as too difficult or repetitive. Thus, to prevent feelings of boredom among their students, educators should ensure that activities are suitable for the students' skill levels and that the lessons do not turn too predictable. Though tasks should vary appropriately, being dismissive of didactical recommendations to provide a clear and transparent structure is definitely not recommendable as this is viewed as highly conducive to FLE by the participants of this study. In any case, educators would be well advised to cater to the students' needs by following the trend of student-centered teaching. A way to implement said approach is by adhering to the principles of differentiation. In such an environment, lessons are tailored to each individual, which allows students to learn at their own pace and in accordance with their "readiness levels, interests, and learning profiles" (Eisenmann 2019: 56). Allowing students to actively participate in their learning journey is, in turn, highly conducive to a positive classroom atmosphere and might help in preventing them to feel that they are working below or above their skill level. Moreover, it may promote personal enjoyment, which was revealed to mitigate both feelings of boredom and anxiety in both contexts.

When it comes to students' interests, it should be noted that especially learning about the culture and community of the countries in which the respective language is spoken was highlighted. As cultural interest has been associated with enjoyment in previous research (Pan & Zhang 2022: 20; Resnik & Schallmoser 2019), it may be worthwhile to commit class time to the exploration of customs, traditions and the people of countries in which English and French are spoken. One of the easiest ways to implement this in class is the use of authentic materials such as magazines, podcasts, blogs or even music (Pan & Zhang 2022: 20). Additionally, cross-cultural activities such as that of the previously introduced e-Tandem scheme not only provide an authentic learning opportunity and foster interactional and situational authenticity but have also been found effective when it comes to boosting enjoyment and interest in the language and the Tandem partner's culture (Resnik & Schallmoser 2019: 556).

6.6. Limitations

Though this study aimed at investigating contextual differences in classroom emotions, conclusions can only be drawn regarding the two languages which were scrutinized, namely French and English. An aspect which was not considered is what impact the different stages of the students' learning as well as their level of proficiency (Li et al. 2018; Saito et al. 2018) might have on these present results. The participants of this study have been learning English for a significantly longer amount of time and have thus already achieved a higher level of proficiency. Other learner-internal and learner-external variables which would need to be considered include the students' level of education (Dewaele & MacIntyre 2014), their gender (Dewaele et al. 2016), the overall number of languages known (Dewaele, Petrides & Furnham 2008), their grades Waldschütz (2020) as well as perceived FL proficiency (Botes, Dewaele & Greiff 2020) as these have been proven to predict the experience of positive and negative emotions in FL classes. Even though the survey was conducted among students of a wide variety of school types, the educational context is still limited since participants all attended upper secondary schools in Vienna, making it impossible to draw conclusions regarding different age groups or settings. Further studies could therefore focus on students attending lower secondary schools or even universities. It would also be interesting to investigate in how far the results of this study would differ if it was conducted among students who have been learning French and English for an equal amount of time. Additionally, future studies could investigate whether or not the country of origin and, linked to it, the respective educational culture have an impact on FLE, FLCA and boredom.

Of course, the chosen research design also does not come without its limitations. Though a significant number of researchers have opted for cross-sectional studies as they are highly efficient concerning their implementation and can reach a larger sample size, Dewaele and Li (2020) point out that longitudinal study designs would be the preferable choice in this field of research, as this would allow for a deeper insight into the dynamics of FLE, FLCA and boredom and could examine causality. Additionally, this method would allow for an investigation of the development of influential variables over time (Dewaele & Dewaele 2017: 20). In subsequent studies, researchers therefore need to bear in mind that a cross-sectional design can only provide insights into a common trend among learners and might only be a snapshot of learners' emotional experience in FL classes and that a longitudinal or even an intervention study would be more ideal to capture the dynamics of classroom emotions. Lastly, boredom in foreign language classrooms needs to be given even more attention because the results of this study indicate that there is more need to fully understand the complexity of this emotion.

7. Conclusion

At the beginning of this thesis, teaching a foreign language was compared to being a captain steering a ship, assessing, responding, and adapting to everchanging and sometimes even unpredictable conditions to reach the destination. It was established that educators need to be equipped with as much knowledge on factors influencing SLA as possible to navigate the rough waters that are students' learning journeys. Thus, the aim of this study was to complement research on classroom emotions by providing an insight into contextual differences of classroom emotions which are "the heart of language learning and teaching" (Dewaele et al. 2019: 1).

Perhaps the most striking finding of this study is that significantly more enjoyment and significantly less anxiety is experienced in English classes as opposed to French classes and that no link could be established regarding FLE and FLCA across contexts. This implies that contextual differences do, indeed, play an important role when it comes to the emotions experienced in the FL classroom. Reasons for these differences in FLE and FLCA ratings might be the languages themselves. Not only is English the global language of communication but it is also the dominant language in digital media and popular culture which is why being able to speak and understand this language might be viewed as more relevant (see Schurz, Coumel & Hüttner 2022; Schwarz 2020; Sundqvist 2009). Moreover, the fact that students have learned English for a longer period might have had an impact which, considering that participants of this study tend to feel less confident about their French skills, might be the case here.

Also among the most significant findings was that boredom might not solely depend on the teachers' instruction since the link between personal enjoyment and boredom or a lack thereof seems to be the strongest. Additionally, no significant difference between the two contexts was discovered, suggesting that contextual differences might either not be a decisive factor or that the measurement of boredom is too general to capture such contextual differences. Moreover, a link could be established between boredom in French and boredom in English classes, indicating that learner-internal variables seem to play a key role in this context. Even more intriguingly, this relationship gives reason to assume that this emotion might, in fact, be the most stable of the three scrutinized in this study.

Similar to findings of previous studies, teacher appreciation was the most dominant subdimension of FLE experienced and remained stable both in English and in French classes. This once again highlights the importance of teachers in boosting FLE and highlights that educators can, indeed, have a positive impact on students' FL journeys. As experiencing higher

levels was linked to mitigating FLCA as well as boredom, educators should try to focus on creating an enjoyable and pleasant atmosphere during the lessons by establishing rapport and building social bonds, showing interest in students' lives and by trying to be humorous, empathetic, approachable, and supportive.

The findings of this study raise intriguing questions and provide a basis for future research, which needs to focus on investigating the influence of various learner-internal and learner-external variables such as proficiency, length of exposure, grades, or gender on the experience of positive and negative classroom emotions in the two contexts. Furthermore, considering students' extramural activities and their influence on positive and negative classroom emotions seems fruitful. Of course, it would also be worthwhile to conduct the survey used for the purpose of this study in different educational contexts to reveal further contextual differences. Lastly, additional research is needed to identify factors that may contribute to feelings of boredom in FL lessons as this was the only emotion which remained stable across contexts.

8. References

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9. Appendix

9.1. Questionnaire

Abschnitt 1 von 4

Contextual differences in classroom emotions: Positive and negative learner emotions in English and French classes in Austrian secondary schools

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⋮

Liebe Teilnehmer*innen!

Mein Name ist Elena Korb und ich schreibe derzeit im Zuge meines Lehramtsstudiums an meiner Masterarbeit. Mithilfe dieser Umfrage sollen die Emotionen von Lernenden im Französisch- und Englischunterricht näher beleuchtet werden.

Die Beantwortung des Fragebogens wird zirka 10-15 Minuten in Anspruch nehmen. Es gibt weder richtige noch falsche Antworten. Die Teilnahme an der Studie ist selbstverständlich anonym und freiwillig. Die gesammelten Daten bieten die Basis meiner Masterarbeit sowie potenziell folgender Publikationen. Weder Teilnehmende noch ihre Lehrpersonen werden dabei identifizierbar sein. Es ist jederzeit möglich, die Teilnahme zurückzuziehen.

Solltest du Fragen haben, kannst du mich gerne unter a01636346@unet.univie.ac.at kontaktieren.

Vielen Dank für deine Teilnahme – ich weiß deine Unterstützung sehr zu schätzen!

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

☐ Ja

☐ Nein

Background information

Bitte beantworte folgende Fragen über dich selbst:

1. Welchem Geschlecht ordnest du dich zu? *

☐ Männlich

☐ Weiblich

☐ Divers

2. Wie alt bist du? *

Meine Antwort

3. Wie viele Sprachen sprichst du inklusive deiner Muttersprache(n)? *

Meine Antwort

4. 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.

Muttersprache 1

Meine Antwort

Muttersprache 2

Meine Antwort

Muttersprache 3

Meine Antwort

Fremdsprache 1

Meine Antwort

Fremdsprache 2

Meine Antwort

Fremdsprache 3

Meine Antwort _____

Fremdsprache 4

Meine Antwort _____

Fremdsprache 5

Meine Antwort _____

5. Für wie gut hältst du deine Englischkenntnisse? *

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

6. Wie oft verwendest du Englisch? *

	1	2	3	4	5	
Fast nie	☐	☐	☐	☐	☐	Fast immer

7. Welche Englischnote hattest du zuletzt im Zeugnis? *

Markiere nur ein Oval

- ☐ 1 (Sehr Gut)
- ☐ 2 (Gut)
- ☐ 3 (Befriedigend)
- ☐ 4 (Genügend)
- ☐ 5 (Nicht Genügend)

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

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

9. Wie zufrieden bist du mit dem Englischunterricht? *

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

10. Für wie gut hältst du deine Französischkenntnisse? *

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

11. Wie oft verwendest du Französisch? *

	1	2	3	4	5	
Fast nie	☐	☐	☐	☐	☐	Fast immer

12. Welche Französischnote hattest du zuletzt im Zeugnis? *

Markiere nur ein Oval

- ☐ 1 (Sehr Gut)
- ☐ 2 (Gut)
- ☐ 3 (Befriedigend)
- ☐ 4 (Genügend)
- ☐ 5 (Nicht Genügend)

13. Wie würdest du deine Leistung im Französischunterricht im Vergleich zu deinen Mitschüler*innen beschreiben? *

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

14. Wie zufrieden bist du mit dem Französischunterricht? *

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

15. Welchen Schultyp besuchst du? *

- ☐ AHS
- ☐ BHS

16. Welche Schulstufe besuchst du? *

- ☐ 9. Schulstufe
- ☐ 10. Schulstufe
- ☐ 11. Schulstufe
- ☐ 12. Schulstufe
- ☐ 13. Schulstufe

Classroom Emotions in English classes

Foreign language enjoyment in English classes

Wie würdest du die folgenden Aussagen bewerten, wenn du an den Englischunterricht denkst? (adaptiert von Botes, Dewaele & Greiff, 2021)

1. Meine Lehrperson ist ermutigend im Englischunterricht. *

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

2. Meine Lehrperson ist freundlich im Englischunterricht. *

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

3. Meine Lehrperson ist unterstützend im Englischunterricht. *

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

4. Der Englischunterricht gefällt mir. *

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

5. Ich lerne interessante Dinge im Englischunterricht. *

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

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

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

7. Wir haben eine gute Klassengemeinschaft im Englischunterricht. *

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

8. Im Englischunterricht lachen wir oft. *

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

9. Wir haben im Englischunterricht "Insider Witze" und "Running Gags". *

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

Foreign language anxiety in English classes

Bitte bewerte nun auch die nachfolgenden Aussagen hinsichtlich deines Englischunterrichts. (adaptiert von Dewaele & MacIntyre, 2014, 2016)

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

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

2. Ich habe immer das Gefühl, dass andere Schüler*innen im Englischunterricht besser Englisch können als ich. *

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

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

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

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

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

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

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

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

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

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

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

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

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

Boredom in English classes

Bitte bewerte nun auch die nachfolgenden Aussagen hinsichtlich deines Englischunterrichts. (adaptiert von Dewaele, Li & Hu, 2021)

1. Der Englischunterricht langweilt mich. *

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

2. Ich fange im Englischunterricht an zu gähnen, weil mir so langweilig ist. *

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

3. Meine Gedanken schweifen im Englischunterricht ab. *

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

4. Ich bin nur physisch im Klassenzimmer anwesend, während meine Gedanken im Englischunterricht abschweifen. *

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

5. Es fällt mir schwer, mich im Englischunterricht zu konzentrieren. *

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

6. Die Zeit im Englischunterricht zieht sich in die Länge. *

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

7. Ich werde während des Englischunterrichts unruhig und kann es kaum erwarten, dass die Stunde zu Ende ist. *

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

8. Ich denke immer darüber nach, was ich tun könnte, um mir die Zeit zu vertreiben, anstatt im Englischunterricht zu sitzen. *

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

Classroom Emotions in French Classes

Foreign language enjoyment in French classes

Wie würdest du die folgenden Aussagen bewerten, wenn du an den Französischunterricht denkst? (adaptiert von Botes, Dewaele & Greiff, 2021)

1. Meine Lehrperson ist ermutigend im Französischunterricht. *

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

2. Meine Lehrperson ist freundlich im Französischunterricht. *

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

3. Meine Lehrpersonen ist unterstützend im Französischunterricht. *

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

4. Der Französischunterricht gefällt mir. *

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

5. Ich lerne interessante Dinge im Französischunterricht. *

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

6. Ich bin stolz auf meine Leistungen im Französischunterricht. *

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

7. Wir haben eine gute Klassengemeinschaft im Französischunterricht. *

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

8. Im Französischunterricht lachen wir oft. *

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

9. Wir haben im Französischunterricht "Insider Witze" und "Running Gags". *

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

Foreign language anxiety in French classes

Bitte bewerte nun auch die nachfolgenden Aussagen hinsichtlich deines Französischunterrichts. (adaptiert von Dewaele & MacIntyre, 2014, 2016)

1. Selbst wenn ich mich auf den Französischunterricht vorbereite, habe ich Angst *
davor.

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

2. Ich habe immer das Gefühl, dass andere Schüler*innen im Französischunterricht besser Französisch können als ich. *

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

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

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

4. Ich mache mir keine Sorgen darüber, ob ich Fehler im Französischunterricht mache. *

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

5. Ich fühle mich selbstsicher, wenn ich im Französischunterricht spreche. *

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

6. Ich bin nervös und durcheinander, wenn ich im Französischunterricht spreche. *

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

7. Ich bekomme Panik, wenn ich ohne Vorbereitung im Französischunterricht sprechen muss. *

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

8. Es ist mir unangenehm, mich im Französischunterricht freiwillig zu melden. *

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

Boredom in French classes

Bitte bewerte nun auch die nachfolgenden Aussagen hinsichtlich deines Französischunterrichts. (adaptiert von Dewaele, Li & Hu, 2021)

1. Der Französischunterricht langweilt mich. *

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

2. Ich fange im Französischunterricht an zu gähnen, weil mir so langweilig ist. *

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

3. Meine Gedanken schweifen im Französischunterricht ab. *

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

4. Ich bin nur physisch im Klassenzimmer anwesend, während meine Gedanken im Französischunterricht abschweifen. *

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

5. Es fällt mir schwer, mich im Französischunterricht zu konzentrieren. *

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

6. Die Zeit im Französischunterricht zieht sich in die Länge. *

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

7. Ich werde während des Französischunterrichts unruhig und kann es kaum erwarten, dass die Stunde zu Ende ist. *

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

8. Ich denke immer darüber nach, was ich tun könnte, um mir die Zeit zu vertreiben, anstatt im Französischunterricht zu sitzen. *

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

Open questions

Beantworte die folgenden Fragen bitte in ganzen Sätzen.

Was gefällt dir im Englischunterricht besonders?

Meine Antwort _____

Was bereitet dir im Englischunterricht Angst?

Meine Antwort _____

Wann fühlst du dich im Englischunterricht gelangweilt?

Meine Antwort _____

Was gefällt dir im Französischunterricht besonders?

Meine Antwort _____

Was bereitet dir im Französischunterricht Angst?

Meine Antwort _____

Wann fühlst du dich im Französischunterricht gelangweilt?

Meine Antwort _____

Welche anderen Emotionen sind dir im Englischunterricht im Vergleich zum Französischunterricht aufgefallen?

Meine Antwort _____

Vielen Dank für deine Teilnahme!

9.2. English Abstract

This mixed-methods study investigates contextual differences in learners' Foreign Language Enjoyment (FLE), Foreign Language Classroom Anxiety (FLCA) and boredom in English and French classes in Austrian secondary schools. To shed light on these positive and negative emotions, 329 secondary-level students from both vocational schools and academic secondary schools were invited to complete an online survey. To measure the students' perceived FLE in French and English classes, the recently developed Short Form Foreign Language Enjoyment Scale (Botes, Dewaele & Greiff 2021) was employed and to measure the participants' experienced FLCA, an adaptation of the Foreign Language Classroom Anxiety Scale (Horwitz, Horwitz & Cope 1986) was used. Finally, eight items of the Foreign Language Learning Boredom Scale (Li, Dewaele & Hu 2023) were extracted to measure class-related boredom. For the purpose of this thesis, the items of all scales used were translated in German and presented twice, once in the context of English classes and once regarding French classes. Finally, seven open-ended questions were posed, allowing students to elaborate on the complexity of their personal experiences. Statistical analyses revealed that significantly more enjoyment and significantly less anxiety were experienced in English classes as opposed to French classes. In this case, teachers were revealed to be at the heart of FLE among the participants of this study with teacher appreciation being the most prominent subdimension across contexts. Moreover, experiencing high levels of enjoyment was revealed to mitigate the experience of anxiety and boredom. Finally, while no significant difference between the two contexts was discovered regarding boredom, a link could be established between boredom in French and boredom in English classes, indicating that this emotion might, in fact, be the most stable of the three scrutinized in this study. In addition, the analysis of the participants' answers to open-ended questions showed that negative emotions generally dominate in French lessons, while positive emotions were predominantly reported in English lessons. As experiencing higher levels of FLE was linked to mitigating FLCA as well as boredom, educators should try to focus on creating an enjoyable and pleasant atmosphere during the lessons by establishing rapport and building social bonds, showing interest in students' lives and by trying to be humorous, empathetic, approachable, and supportive. Since participants' self-reports give reason to believe that English classes tend to evoke more FLE due to the language's popularity and global significance, it might be worthwhile to further investigate the impact of extramural activities in future studies.

9.3. German Abstract

Diese Mixed-Methods-Studie untersucht kontextuelle Unterschiede hinsichtlich des Empfindens von Freude, Angst und Langeweile im Zuge des Englisch- und Französischunterrichts an österreichischen Schulen, genauer der Sekundarstufe II. Um diese positiven und negativen Emotionen zu beleuchten, nahmen 329 Schüler*innen berufsbildender höherer Schulen als auch allgemeinbildender höherer Schulen in Wien an einer Online-Befragung teil. Um die wahrgenommene Freude der Schüler*innen im Französisch- und Englischunterricht zu messen, wurde die Short Form Foreign Language Enjoyment Scale (Botes, Dewaele & Greiff 2021) verwendet. Gefühle von Angst in beiden Kontexten wurden mithilfe einer Adaption der Foreign Language Classroom Anxiety Scale (Horwitz, Horwitz & Cope 1986) gemessen. Schließlich wurden acht Items der Foreign Language Learning Boredom Scale (Li, Dewaele & Hu 2023) extrahiert, um die klassenbezogene Langeweile zu messen. Für die Zwecke dieser Arbeit wurden die Items aller verwendeten Skalen ins Deutsche übersetzt und zweimal vorgestellt, einmal im Rahmen des Englischunterrichts und einmal im Rahmen des Französischunterrichts. Abschließend wurden sieben offene Fragen gestellt, die es den Schüler*innen ermöglichten, die Komplexität ihrer persönlichen Erfahrungen zu erläutern. Statistische Analysen ergaben, dass im Englischunterricht deutlich mehr Freude und deutlich weniger Angst erlebt wird als im Französischunterricht. In diesem Fall stellte sich heraus, dass Lehrer*innen unter den Teilnehmer*innen dieser Studie am meisten zur Freude am Sprachenunterricht beitragen, wobei die Wertschätzung der Lehrer*innen die prominenteste Subskala in allen Kontexten war. Darüber hinaus hat sich gezeigt, dass ein hohes Maß an Freude die Erfahrung von Angst und Langeweile mildert. Obwohl kein signifikanter Unterschied zwischen den beiden Kontexten in Bezug auf Langeweile festgestellt wurde, konnte ein signifikanter positiver Zusammenhang zwischen Langeweile im Französischunterricht und Langeweile im Englischunterricht festgestellt werden, was darauf hindeutet, dass diese Emotion tatsächlich die stabilste der drei in dieser Studie untersuchten zu sein scheint. Zudem zeigte die Analyse der Antworten der Teilnehmer*innen auf offene Fragen, dass negative Emotionen allgemein im Französischunterricht dominieren, während im Englischunterricht überwiegend von positiven Emotionen berichtet wurde. Da das Erleben von Freude im Allgemeinen mit der Milderung von Angst und Langeweile verbunden war, scheint es förderlich für Pädagog*innen, sich darauf zu konzentrieren, während des Unterrichts eine angenehme Atmosphäre zu schaffen, indem sie eine Beziehung zu Lernenden aufbauen, Interesse am Leben der Schüler*innen zeigen und versuchen, humorvoll, einfühlsam, zugänglich und unterstützend zu sein. Da die Antworten der Teilnehmer*innen auf offene

Fragen Anlass zu der Annahme geben, dass der Englischunterricht aufgrund der Popularität und globalen Bedeutung der Sprache tendenziell mehr Freude hervorruft, könnte es sich lohnen, außerschulische Aktivitäten in der Fremdsprache zu fördern.