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Teacher Perceptions of Teaching Enjoyment and Student Foreign Language Enjoyment and Anxiety

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Teacher perceptions of teaching enjoyment and student foreign language enjoyment and anxiety

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The Department of Applied Linguistics

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By Nourhan Marei

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Abstract

The aim of this research is to explore teachers' perceptions of foreign language classroom anxiety (FLCA), foreign language enjoyment (FLE), and foreign language teaching enjoyment (FLTE). This study targeted answering three research questions inquiring about teachers' perceptions of FLCA and FLE, the influence of FLTE on FLCA and FLE, and teachers' different experiences with these emotions. A mixed-method approach was employed in this exploratory study by using two instruments to collect data: a questionnaire and interviews. The total number of teachers who participated in this study was 54. The questionnaire aimed to quantitatively measure teachers' perceptions of FLCA, FLE, and FLTE, and it collected 15 narratives to identify the sources of FLCA, FLE, and FLTE. Then, 10 participants were interviewed to get an in-depth understanding of their perceptions of the interactions between the three variables in this study. The qualitative data were analyzed using thematic analysis to identify the main themes related to each variable in this study. A Pearson correlation analysis and t-test were run to analyze the quantitative data. Regarding the main findings of the questionnaire, teachers reported that they noticed that their students' enjoyed learning English more often than they were anxious. In addition, they prioritized increasing their FLE level over decreasing their FLCA level since they believed that students' FLE levels had the strongest influence on their FL achievement. The results of the interviews and narrative writings were inconsistent since some teachers were able to define these emotions and correctly identify their main sources, while others could not. Regarding FLTE, the results revealed that participants enjoyed teaching English immensely, and the majority believed their enjoyment level could affect students' FLCA and FLE levels. However, by running Pearson correlation analyses on their responses to the questionnaire, it was found that while FLTE might significantly affect students' FLE, there was no relationship between FLTE and FLCA. The results imply that some FL teachers need more training programs in students' psychology to raise their knowledge and awareness about how students' different emotions may or may not affect each other and how teachers' emotions can affect their practices in the classroom.

Keywords: Foreign language classroom anxiety, Foreign language enjoyment, Teachers' perceptions, Teaching enjoyment

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List of Abbreviations

AUC: The American University in Cairo

BUE: The British University in Egypt

EFL: English as a Foreign Language

ELI: The Department of English Language Instruction

FL: Foreign Language

FLA: Foreign Language Anxiety

FLCA: Foreign Language Classroom Anxiety

FLCAS: Foreign Language Classroom Anxiety Scale

FLE: Foreign Language Enjoyment

FLES: Foreign Language Enjoyment Scale

FLTE: Foreign Language Teaching Enjoyment

FLTES: Foreign Language Teaching Enjoyment Scale

IRB: The Institutional Review Board

PP: Positive Psychology

SCE: The School of Continuing Education

SLA: Second Language Acquisition

WTC: Willingness to communicate

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Chapter One: Introduction

1.1 Introduction

This chapter introduces the research topic in terms of providing a brief historical background on emotions in the field of second language acquisition. Then, earlier studies on each variable are discussed. In addition, the rationale of the study, research questions, and delimitations are presented. Finally, theoretical and operational definitions of all the examined variables are displayed.

Emotions are the heart of foreign language learning and teaching (Dewaele, Chen, et al., 2019). Reeve (2015) defines emotions as "short-lived, feeling-purposive-expressive-bodily responses that help us adapt to the opportunities and challenges we face during important life events" (p. 340). Recently, studies focusing on the emotional dimensions of language learning and teaching have increased significantly (Prior, 2019). This is because researchers have started to realize that learners' and teachers' emotions are critical factors that affect students when they learn a foreign language (FL) (Dewaele, Chen, et al., 2019).

Several studies have revealed that cognitive processes are influenced by emotions, like attention (Vuilleumier, 2005), learning and memory (Um et al., 2012), and reasoning (Jung et al., 2014). These factors are, indeed, crucial in the educational context. Thus, the effects of emotions should be considered in the classroom and course design because they can either reinforce or impair learning and long-term memory retention (Shao et al., 2020; L. Shen et al., 2009). Since both teachers' and students' emotions can affect second language acquisition, it is necessary to understand teachers' perceptions and awareness regarding this topic. It is important to study teachers' perceptions since they can affect their practices and decision-making process in the classroom (Srakang, 2013). Thus, exploring this topic from their point of view can reveal

valuable information for educational development and lead to having a more complete picture of how students learn English (McKay, 2013; Srakang, 2013; Zacharia, 2003).

Emotions have traditionally been divided into positive and negative emotions (Pekrun, 2012). Although poststructuralists problematize this division as too binary/simplistic, the researcher uses it since it can still provide a valuable understanding of the differences between these two types of emotions (Woodward et al., 2009). Furthermore, it is widely used by other researchers in this field of study (Ahmadi-Azad et al., 2020; Bensalem, 2021; Derakhshan et al., 2022). Positive emotions are "pleasant or desirable situational responses, ranging from interest … to love and joy … These emotions are markers of people's overall well-being or happiness, but they also enhance future growth and success" (Cohn & Fredrickson, 2009, p. 13). In contrast, negative emotions are "an unpleasant or unhappy emotion which is evoked in individuals to express a negative effect towards an event or person" (Sam, 2013). Lindebaum and Jordan (2012) provided some examples of emotions that were traditionally categorized as negative: anxiety, anger, sadness, envy, and shame. In contrast, some of the main emotions that were traditionally categorized as positive are enjoyment, engagement, hope, and gratitude (Dewaele, Chen, et al., 2019; Lindebaum & Jordan, 2012).

In the field of second language acquisition, researchers were mainly paying attention to negative emotions and what learners did wrong while learning a foreign language until MacIntyre and Gregersen (2012) introduced positive psychology (PP) to the field of applied linguistics (Neff & Dewaele, 2022). Peterson (2006) defines PP as "the scientific study of what goes right in life, from birth to death and at all stops in between" (p.4). Seligman and Csikszentmihalyi (2000) first introduced PP to the field of psychology, aiming to change its focus from merely being concerned with fixing negative things in life to developing and

promoting positive qualities. This is because only focusing on negativity leads people to lose all the needed positive features that make life worth living (Seligman & Csikszentmihalyi, 2000). They also believed that PP could help psychologists have a scientific understanding and create effective interventions to help individuals, families, and communities to thrive (Seligman & Csikszentmihalyi, 2000). Recently, the popularity of PP has grown significantly in the field of second language acquisition (SLA), causing a shift away from merely focusing on negative emotions and problems while learning a foreign language (Dewaele, Chen, et al., 2019).

Scholars in the SLA field who are interested in PP have investigated the role of positive emotions in improving education. MacIntyre and Gregersen (2012) found that positive emotions not only lead students to develop pleasant feelings but can also increase learners' ability to notice language input in the classroom, which significantly promotes learning. Furthermore, it can enhance students' attention and thinking processes which aid in gaining new learning experiences (MacIntyre & Gregersen, 2012). This awareness can lead to greater absorption of the foreign language since students will be more aware of language input (MacIntyre & Gregersen, 2012). Because of these contributions from PP, many researchers now prefer to study positive and negative emotions together to find out how they change under the influence of other variables (MacIntyre & Vincze, 2017).

1.2 Earlier Studies

This section presents an overview of previous studies that explored emotions and their effects on FL students. Studies are organized below chronologically to illustrate the development and change in focus from negative to positive emotions in the SLA field. It starts with focusing

on FL students' anxiety, then their enjoyment. Finally, it mentions some earlier research that has studied teachers' emotions.

1.2.1 Foreign Language Classroom Anxiety

In the field of SLA, researchers studying negative emotions have primarily focused on anxiety and how it negatively affects English language skills (Abdullah et al., 2018; Chou, 2018; Hamada & Takaki, 2021; Mak, 2011). Other researchers have investigated how anxiety affects students in classrooms specifically and called it foreign language classroom anxiety (FLCA) (Horwitz et al., 1986; Katalin, 2006; Matsuda & Gobel, 2004; Zheng & Cheng, 2018). FLCA is defined as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom learning arising from the uniqueness of the language learning process" (Horwitz et al., 1986). This type of anxiety is considered primarily responsible for most of the negative effects of anxiety on second language learning and achievement; therefore, it is worth studying to discover its sources and the different strategies used to decrease this emotion which can help teachers deal with it (Horwitz, 2017, p. 31).

Research on FLCA has reported that its sources consist of internal and external student factors. Learner-internal variables can include factors such as low levels of language proficiency, high levels of perfectionism, low levels of motivation, and negative beliefs in their language abilities (Cheng, 2002; Dewaele & Dewaele, 2017; Liu & Jackson, 2008; Teimouri, 2017). In contrast, learner-external variables include forbidding the use of the first language, instructor intolerance, the way classmates approach errors, and the effect of FLCA on their status (Aida, 1994; Dewaele & Dewaele, 2017; Mak, 2011). Since this study is conducted in the Egyptian context, the researcher looked at the other studies that examined anxiety in the same educational context. Studies that were done in Egypt have focused mainly on how writing anxiety and

speaking anxiety affect language performance and how to reduce these types of anxiety (Ahmed, 2019; Ali, 2021; Badr, 2020; El Nekhely, 2021; El-Sakka, 2016; Farid, 2021; Helwa, 2015, 2015; Mustafa, 2019).

1.2.2 Foreign Language Enjoyment

One of the most studied positive emotions is foreign language enjoyment (FLE). It is defined as "a complex emotion, capturing interacting dimension of challenge and perceived ability that can reflect the human drive for success in the face of difficult tasks" (Dewaele & MacIntyre, 2016, p. 216). Piechurska-Kuciel (2017) found that FLE is a key component of students' success in learning an FL. This is because it is believed to determine behavioral intentions and activates other positive emotions (Pavelescu & Petrić, 2018). Also, it assists L2 learners in dealing with obstacles in their learning process and acquiring the target language (Dewaele & Alfawzan, 2018). Therefore, researchers in the field of SLA have studied FLE in-depth.

Several studies have examined FLCA and FLE, and the effects of other variables on these two emotions. Dewaele and MacIntyre (2014) were the first to introduce the concept of FLE and explore the link between it and FLCA. The researchers found that although FLE and FLCA are related, they are independent variables, which means that the absence of FLCA does not automatically mean a high level of FLE. Two years later, Dewaele & MacIntyre (2016) investigated the influence of gender on FLCA and FLE. They found that female students enjoyed the FL class more than their male counterparts. Interestingly, however, females were observed to have more anxiety and feel less confident in speaking activities. Thus, it is important to consider gender differences based on the context of the study (Hyde, 2005).

Further research revealed that the positive effect of FLE on language performance is stronger than the negative effect of FLCA on language performance (Dewaele & Alfawzan, 2018; Peng & Wang, 2022). Also, Dewaele et al. (2018) explored the source of FLE and FLCA, and they found that while teachers play the main role in boosting FLE, student-internal variables (such as gender, age, language proficiency, and attitude toward the FL) are mainly responsible for FLCA. Although research findings strongly suggest that FL teachers have a more significant role in boosting FLE than reducing FLCA, to the best of my knowledge, no studies have investigated whether teachers are aware of this. This is important to know because teachers' knowledge and awareness affect their practices in the classroom (Wolff et al., 2021).

Most of the FLE studies were conducted in the U.K., China, K.S.A., and Turkey (Bensalem, 2021; Dewaele, Özdemir, et al., 2019; Jiang & Dewaele, 2019; Li et al., 2018). To the best of my knowledge, no studies have focused on FLE in Egypt. In addition, although Dewaele and MacIntyre (2014) recommend studying FLCA and FLE together to see how other variables affect them, as far as I know, no study conducted in Egypt investigated these two emotions together.

1.2.3 Foreign Language Teaching Enjoyment

Gkonou et al. (2020) state that "emotions play a crucial and dynamic role in the professional daily lives of language teachers working across various settings." Furthermore, Dewaele, Gkonou, et al. (2018) found that teachers' emotions have significant effects on learners and classroom practices. In response to such findings, many studies have addressed teachers' emotions (Dewaele et al., 2018; Dewaele, 2020; Dewaele & Li, 2021; Gkonou et al., 2020; Moskowitz & Dewaele, 2021). These studies have focused mainly on a number of emotions: teachers' well-being, happiness, emotionality, and self-control. However, Mierzwa (2019)

suggested a new emotional factor: foreign language teaching enjoyment (FLTE), which refers to teachers' joy and happiness in teaching an FL through creating a positive classroom atmosphere, having social solidarity with peers, and personal enjoyment of learning an FL (Ergün & Dewaele, 2021; Xiao et al., 2022). The crucial role of FLTE is attributed to its strong association with students' FLE, their learning progress, and the pleasant atmosphere in class (Piasecka, 2016).

Since then, studies have focused on how to predict FLTE and how to use FLTE to predict other teachers' emotions. For example, it was revealed that teachers' resilience and well-being are the strongest predictors of FLTE (Azari et al., 2022; Derakhshan et al., 2022; Ergün & Dewaele, 2021; Mierzwa, 2019). This is important since Xiao et al. (2022) found that FLTE is considered a good predictor of teachers' work engagement, which matters because it can affect teachers' productivity. To the best of my knowledge, due to the novelty of this emotional factor, no study has explored the effect of FLTE on students' emotions, which is essential since Dewaele et al. (2018) found that teacher variables can highly affect and predict students' FLE levels.

1.3 Rationale for the Study

Most studies on FLCA and FLE have focused on identifying the effect of teacher and learner variables on decreasing FLCA and increasing FLE. For example, Dewaele et al. (2018) examined the extent to which learner and teacher variables were linked to FLCA and FLE. They found that higher levels of FLE were linked to teacher variables. On the other hand, lower levels of FLCA were less related to the teachers and their practices.

However, none of the previous studies have investigated the effect of another teacher variable, which is foreign language teaching enjoyment (FLTE), on FLCA and FLE, which matters because teachers' emotions can affect many aspects of students' classroom life, including

their emotions and their relationship with their instructors (Chen, 2019). Although teacher variables have been found to have a substantial effect on FLE, I did not find any study that focuses on discovering whether teachers are aware of their influence on FLE and FLCA, which would be important to know because teachers' emotions shape how they teach and can affect students' learning process (Richards, 2022). In addition, although many studies conducted in Egypt have focused on FL anxiety, writing anxiety, and speaking anxiety, no studies have yet investigated FLCA and FLE together, which is important since the Egyptian population is under-researched in prior studies (Ahmed, 2019; Badr, 2020; El Nekhely, 2021; Robinson et al., 2011). Thus, the current study will measure FLTE and explore teachers' perceptions of FLE and FLCA. The study's outcomes would help with understanding how teachers perceive these emotions, which emotion they prioritize working on in the classroom, and how this understanding can be used to support teacher education and development.

1.4 Research Questions

1. What are teachers' perceptions of students' foreign language enjoyment and anxiety?
2. What are teachers' perceptions of the influence of their own teaching enjoyment on students' foreign language enjoyment and anxiety?
3. What are teachers' experiences with students' FLCA and FLE and their own enjoyment as teachers?

1.5 Delimitations of the Study

This study explores teachers' perceptions of FLCA, FLE, and FLTE, and no other emotions are considered. Also, it does not measure students' FLCA and FLE. The study focuses exclusively on investigating the perceptions and awareness of teachers who work at two international universities in Egypt: The American University in Cairo (AUC) and The British

University in Egypt (BUE). So, this research does not explore students' perceptions of these emotions. In addition, it does not examine the effect of teacher variables other than FLTE. Also, since many previous studies have investigated the effect of gender on FLE and FLCA, teachers' perceptions of this variable are not taken into account since much of the earlier research is in agreement that female learners tend to be more anxious and enjoy learning an FL more than their male colleagues (Dewaele et al., 2016; Mierzwa, 2018, 2019).

1.6 Definitions of Constructs

For the purposes of this study, the following theoretical and operational definitions of constructs were employed. A theoretical definition is the meaning of the construct based on the theories in a specific discipline. On the other hand, an operational definition is how the researcher plans to measure the variables throughout the data collection stage of the study (Creswell & Clark, 2018).

1.6.1 Theoretical Definitions of Constructs

Foreign Language Classroom Anxiety

Foreign language classroom anxiety is defined as "a distinct complex of self-perceptions, beliefs, feelings and behaviors related to classroom learning arising from the uniqueness of the language learning process" (Horwitz et al., 1986, p. 128).

Foreign Language Enjoyment

Foreign language enjoyment is defined as:

> A complex emotion, capturing interacting dimensions of challenge and perceived ability that reflect the human drive for success in the face of difficult tasks, pleasure is considered simply an agreeable feeling. On the one hand, enjoyment occurs when people not only meet their needs, but exceed them to

accomplish something new or even unexpected; on the other hand, pleasure is

a simpler feeling that something likable is happening. (Dewaele & MacIntyre,

2016, pp. 2016–2017).

Perception

Richardson (1996) defined perception as "psychological propositions, premises, and other understandings about the world that are felt to be true" (p.103).

1.6.2 Operational Definitions

Foreign Language Classroom Anxiety

In this study, FLCA is defined as the fear of communicating with the teacher and peers in the classroom using L2, the apprehension of others' evaluating one's L2, and the fear of failure in the FL tests.

Foreign Language Enjoyment

For the purposes of this study, FLE is defined as the pleasant feelings coming from stretching beyond oneself to accomplish something new or even unexpected in the classroom. These feelings increase students' endeavors to overcome learning challenges and increase their proficiency level. This study focuses on the three dimensions of FLE: personal enjoyment, teacher appreciation, and social enjoyment.

Foreign Language Teaching Enjoyment

In this study, the meaning of FLTE is reflected by the number achieved on the foreign language teaching enjoyment scale FLTES (Ergün & Dewaele, 2021). This scale targets three factors: the role of the teacher in creating a positive environment in the FL classroom and personal and social enjoyment of FL teaching.

<u>Teachers' Perceptions</u>

In the current study, teachers' perceptions are the thoughts and ideas that the teachers have toward FLE and FLCA. This is achieved through coding and analyzing qualitative data collected from a sample of teachers through interviews and quantitative data through a questionnaire.

Chapter Two: Literature Review

2.1 Introduction

This chapter presents a thematic review of the literature on FLCA, FLE, and FLTE, and it is contextualized into three themes. The first theme is an overview of FLCA, its sources, effects, and some strategies to reduce it. The second theme in this literature review is FLE and its relationship with FLCA. Finally, what the literature holds with regard to teachers' emotions in general and FLTE specifically is the objective of the third theme. These themes correspond to the three main variables in this research: foreign language anxiety, foreign language enjoyment, and foreign language teaching enjoyment.

2.2 Foreign Language Classroom Anxiety

Many learners have reported that they have had a traumatic experience while learning a second/foreign language, and one of the main reasons for having such an experience is anxiety (Zheng, 2008). In order to understand language anxiety, we first have to define anxiety in general and understand its nature. Horwitz (1986) defines *anxiety* as "a kind of troubled feeling in the mind, a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system" (p. 125). Traditionally, psychologists differentiate between three types of anxiety: trait anxiety, state anxiety, and situation-specific anxiety (Scovel, 1978; Zheng, 2008). To understand the differences between these categories, Zheng (2008) identifies them on a continuum from stability to transience, with trait anxiety referring to being anxious in a wide range of situations on one end and state anxiety on the opposite end, describing the moment-to-moment experience of temporal anxiety. In the middle of the continuum falls

situation-specific anxiety, which is aroused by a specific situation, such as classroom participation and examination (Ellis, 1994; Zheng, 2008).

MacIntyre (1999) states that language anxiety is a form of situation-specific anxiety and therefore defines it as "the worry and negative emotional reaction aroused when learning or using a second language" (p. 27). Based on this definition, MacIntyre (1999) posits that anxiety may vary among L2 students. Some students may be prone to suffer from anxiety in any second language class, whereas some may be particularly susceptible to anxiety in a situation in which a particular language skill is emphasized.

According to MacIntyre (2017), research on language learning anxiety in SLA has gone through three phases. It started with what MacIntyre called the "confounded approach," where research studies produced inconsistent results because the meaning of language anxiety and its measurements were not yet clearly understood (p. 11). A good example that represents this phase is Chastain's (1975) study. He investigated how anxiety affects FL learners' achievement in three different languages: French, German, and Spanish. The results were inconsistent; he found positive, negative, and non-significant correlations between anxiety and L2 achievement. These "mixed and confusing" results were because Chastain adapted the anxiety scale from psychology without considering that not all types of anxiety in psychology relate to language learning (MacIntyre, 2017). Then, there was landmark research in this phase by Scovel (1978), who explained the reasons behind the inconsistent results in the first phase. He found that the early studies imprecisely defined and measured anxiety, "anxiety itself is neither a simple nor well-understood psychological construct and that it is perhaps premature to attempt to relate it to the global and comprehensive task of language acquisition" (p.132). This article raised researchers' awareness of the significance of carefully defining anxiety (Horwitz, 2010).

MacIntyre (2017) agreed with Scovel and added, "not all types of anxiety that can be defined and measured are likely to be related to language learning" (p.12). This phase ended when more precise concepts of language anxiety started to emerge (MacIntyre, 2017).

In the second phase, scholars reoriented the conceptualization and measurements of anxiety in the SLA field to a more precise definition and measurement of anxiety (MacIntyre, 2017). Therefore, MacIntyre (2017) called this phase the "Specialized Approach" (p. 14). It started with the publication of the ground-breaking study by Horwitz et al. (1986). They precisely defined foreign language classroom anxiety (FLCA) as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom learning arising from the uniqueness of the language learning process" (Horwitz et al., 1986, p. 128). Horwitz et al. (1986) developed a 33-item scale and called it the "Foreign Language Classroom Anxiety Scale (FLCAS)," which became the standard measure of language anxiety, still in use today (p. 129). Horwitz et al. (1986) designed this scale to measure three dimensions of foreign language classroom anxiety. The first is communication apprehension, which arises from the fear of communicating with people. The second dimension is the fear of negative evaluation, which refers to the apprehension about others' evaluations. The last dimension is test anxiety which comes from the fear of failure in tests (Horwitz et al., 1986). The finding of this study is that FLCA was found to have a debilitating and negative effect on second/foreign language learning.

Other researchers worldwide have conducted studies using Horwitz et al.'s (1986) definition and measurement of anxiety and found the same results. For instance, Saito and Samimy (1996) investigated why there were high attrition rates in the Japanese language program among American university students. Saito and Samimy's research was considered one of the first studies that explored whether FLA differed according to levels of instruction. This is

because early studies only linked anxiety to beginner language learners (Horwitz, 2010). Saito and Samimy found that FLCA could negatively impact Japanese learners' performance, and advanced students suffered from anxiety more than beginning and intermediate learners. They explained that this finding could be attributed to the increasing difficulty level of the curriculum.

Until this point, researchers mainly associated anxiety with speaking and listening (Horwitz, 2010). However, Hilleson (1996) found that anxiety also is connected to other language skills, such as writing and reading. This researcher conducted a study to observe the several types of anxiety associated with the four language skills by analyzing learners' diaries. The results revealed that anxiety is connected not only to listening and speaking but also writing and reading.

In a related study, Onwuegbuzie et al. (1999) investigated the main factors associated with FLCA among 210 students enrolled in French, Spanish, German, and Japanese courses at a mid-southern university in the USA. The findings revealed that students suffering from high levels of FLA tended to have at least one of the following personal characteristics: older in age, had not visited a foreign country, high academic achievers, had never taken high school language courses, had low expectations of their performance in the language course, had a negative perception of their scholastic competence, or had a negative perception of their self-worth. In the same line of research, Dewaele et al. (2008) investigated the effects of trait emotional intelligence and different socio-biographical variables on anxiety among 464 multilingual adult learners worldwide. They found that students who started learning a second or third language while they were young tended to have lower levels of FLA. Also, being multilingual and having higher levels of emotional intelligence were associated with lower levels of FLA. Furthermore,

Dewaele et al. (2008) discovered that social circumstances like having supportive conversational partners and having good L2 role models could help FL learners avoid and overcome FLA.

Thus, having a specific definition of FLA and a scale to measure it led the research to flourish in the second phase. Researchers mainly focused on discovering the sources of FLA and exploring how different factors can affect students' anxiety levels. MacIntyre (2017) claims that the second phase came to an end as researchers started to look at anxiety as a dynamic factor.

The field is now in its third phase, which is called the "Dynamic Approach" (MacIntyre, 2017). The third phase started as researchers embraced the complexity and dynamic systems theory, which is used to study different complex systems that are constantly evolving and changing and usually include subsystems (Freeman & Cameron, 2008). Researchers realized that anxiety is not fixed, but it is an emotion that fluctuates over time and by continuously interacting with other factors such as linguistic abilities, pragmatics, physiological reactions, self-related appraisals, interpersonal relationships, type of setting in which people are interacting, and so forth (MacIntyre, 2017). A good example of this phase is Gregersen et al.'s (2014) study. Gregersen et al. chose six Spanish learners from 18 adult volunteers based on their scores on FLCAS: the three most anxious, and the three least anxious. The researchers asked them to wear a heart rate monitor while presenting in L2 to track the changes in their FLA. They followed this with an interview to allow participants to interpret the reasons behind the fluctuation in their anxiety levels. The idea of the dynamic approach was demonstrated in the results of one of the participants, who was not an anxious learner, based on her scores on FLCAS. However, she had an unexpected anxiety reaction during her presentation. When she was asked to explain what happened, she said:

You've got me hooked up to this thing [heart rate monitor] (1) with a

camera rolling (2) recording me speaking a language that is not mine

(3) in front of a group of people (4) with the teacher grading me (5).

Wouldn't that put you on edge a bit? (Gregersen et al., 2014)

The results revealed that even students who are usually comfortable using L2 could experience atypical anxiety reactions in the classroom. This research suggests that anxiety is neither fixed to a particular level of language proficiency nor a specific situation. However, the unexpected results of this study could be attributed to the usage of heart rate monitors, especially since one of the participants mentioned this in their response.

Although anxiety is dynamic, and MacIntyre (2017) recommends measuring FLA on a timescale of seconds and minutes to identify the rising and falling of anxiety during communication or through weeks of classes, most of the studies done on this topic investigate how FLCA interacts with other factors without necessarily measuring it as recommended. For instance, in a quantitative study, Dewaele and Al-Saraj (2015) investigated the effect of self-perceived proficiency on students suffering from FLCA. The researchers asked 348 Arab learners of English, mainly from Saudi Arabia, to respond to an online questionnaire. Dewaele and Al-Saraj developed an Arabic version of FLCAS, where they edited the 33 items from FLCAS to suit the Arab student population. The results revealed that high self-perceived English proficiency was linked to FL learners' low anxiety levels, especially while speaking. In a similar study, Jin & Dewaele (2018) investigated the effects of learners' positive orientation on FLCA through a quantitative study in China. The participants were 144 English learners from China. The researchers collected data using a questionnaire that combined FLCAS and the Teacher/Student Emotional Support scale. This quantitative research showed that positive

orientation was a significant negative predictor of FLCA, which is a scale measuring students' perceived emotional support from their teachers or peers. The above-mentioned studies provided examples of the characteristics of anxious FL learners, which help teachers identify those students to work on decreasing their anxiety levels.

Sharifi and Ahour (2014) examined the relationship between Iranian EFL learners' self-esteem and FLCA. The researchers used three questionnaires: FLCA, Rosenberg Self-Esteem Scale, and Emotional Intelligence Scale (EI). The participants, who were 200 male and female American undergraduate students learning a second language, filled out the three questionnaires. The key findings of this quantitative study were a negative correlation between participants' FLCA and their self-esteem. Also, Pyun et al. (2014) examined the relationship between different affective variables: motivation, linguistic self-confidence, risk-taking, and anxiety. Pyun et al. asked 104 FL learners to complete a questionnaire containing 28 items concerning four affective variables: motivation, perceived linguistic self-confidence, class risk-taking, and anxiety. The results showed that foreign language anxiety negatively correlated with self-confidence and risk-taking.

So far, studies have been similar in their findings. Learners' positive personal characteristics, such as high self-perceived proficiency, self-esteem, motivation, linguistic self-confidence, and risk-taking, negatively correlate with FLCA. As a result of these findings, researchers recommend that teachers should encourage FL learners to develop these characteristics since they will help them reduce FLCA. Also, researchers who conducted studies about this theme managed to have participants from many countries: Saudi Arabia, Iran, China, America, and many other countries.

Other studies have focused on the effects of FLCA on students' test performance. For example, Salehi and Marefat (2014) investigated the effects of FLCA on test performance. The researchers asked 200 FL learners from Iran to fill out two questionnaires; one of them was based on FLCAS. Then, they were compared with students' final exam grades. The results suggested that FLCA has debilitative effects on test performance. Another effect of FLCA is students' unwillingness to communicate (Horwitz et al., 2010). Many studies investigated the relationship between FLCA and willingness to communicate (WTC) (e.g., Baran-Łucarz, 2014; Bashosh et al., 2013; Rastegar & Karami, 2015). One of the most recent studies is Dewaele's (2019), which investigated the predictors of students' unwillingness to communicate by asking 210 FL learners from Spain to fill out an online questionnaire. The results indicated that FLCA was the main variable that negatively correlated with WTC. Liu and Huang (2011) examined the relationship between FLCA and English learning motivation. The researchers asked 980 Chinese undergraduate students to answer a survey. The results revealed that FLCA and English learning motivation were significantly negatively correlated.

The majority of the studies so far are similar in their way of collecting data since they mainly used questionnaires and measured FLCA using Horwitz's FLCA scale. The main finding is that research studies on foreign language anxiety indicate that FLCA has mainly negative effects on foreign language learning and achievement (Horwitz et al., 2010). If anxiety occurs during learning, FL learners will perform poorly because they have learned less. On the other hand, if anxiety arises after the learning process, students will likely be unable to demonstrate the information they have learned. This is based on Krashen's (1982) Affective Filter Hypothesis, which claims that anxiety can negatively undermine performance since it prevents the information from reaching the cognitive processing system of FL learners. Moreover, since

FLCA is an affective factor in language acquisition, it can negatively impact other affective factors like self-esteem, confidence, motivation, attitude, and so on (Horwitz et al., 2010; Krashen, 1982). This matters because all these factors facilitate the process of acquiring another language, and therefore, we need to consider students' FLCA levels carefully (Krashen, 1982).

After shedding light on how FLCA can negatively affect second language acquisition, it seems clear that strategies to alleviate anxiety need to be identified in order to raise students' and teachers' awareness of how to reduce anxiety. Kao and Craigie (2013) asked 120 Taiwanese university students to fill out a questionnaire to explore their different coping strategies to reduce anxiety. The researchers found that using positive thinking as a coping strategy is one of the strongest strategies to reduce FLCA (Kao & Craigie, 2013). This positive thinking strategy entails active cognitive and behavioral attempts to control language anxiety. It involves the basic cognitive processes used in information gathering, decision-making, and planning to overcome obstacles in the learning process and avoid creating anxiety. This coping strategy also includes continuous evaluation of problems and regular reflections. Hence, learners with positive thinking are capable of reexamining the English learning environment and view it as less stressful, perceive the learning experience as positive, and keep coping with the continuous demands of learning anxiety (Kao & Craigie, 2013).

Also, teachers may be able to help students to overcome FLCA either by focusing on reducing the sources of FLA or by establishing a relaxed and stress-free learning atmosphere in classrooms (Horwitz et al., 1986). Therefore, many studies have focused on strategies to help teachers reduce FLCA. For example, Alrabai (2015) conducted a quasi-experimental study to investigate the effects of using anxiety-reducing strategies in the classroom. The researcher first

identified the sources of FLCA by asking 596 Saudi students to fill in a questionnaire. Then, he used the identified sources of FLCA to develop the following anxiety-reducing strategies:

(1) Demonstrate proper teaching behavior to your students.

(2) Reduce learner communication apprehension.

(3) Reduce the fear of negative evaluation in learners.

(4) Reduce the fear of language testing in learners.

(5) Properly Address learner anxiety-provoking beliefs and misconceptions.

(6) Help students establish specific and realistic goals for learning English.

(7) Increase students' self-confidence. (Alrabai, 2015, p. 11).

Alrabai clarified that "proper" in the first strategy could mean having a positive personal relationship with students and being committed to their progress. Also, "properly" in the fifth strategy indicates that teachers should help their students to understand why they are anxious and guide them to find coping strategies. Next, the researcher divided the participants into two groups (experimental and control) and asked 12 teachers to implement these strategies in the treatment group. FLCAS was used to assess learners' FL anxiety levels before and after treatment. The results revealed that using those seven strategies led to significantly decreased levels of FLCA for learners. In conclusion, this section shows two types of anxiety-reducing strategies: techniques students use to cope with anxiety and strategies teachers can use to help students overcome FLCA.

2.3 Foreign Language Enjoyment

Recently, there has been a shift from focusing on negative emotions in SLA research, such as anxiety, to positive psychology (PP) instead (Jiang & Dewaele, 2019). MacIntyre and Gregersen (2012) introduced a new concept into the SLA field, "Positive Psychology," based on Fredrickson's broaden-and-build theory of positive emotions. Fredrickson (2003) claimed that positive emotions could "broaden people's momentary thought-action repertoires and build their enduring personal resources, ranging from physical and intellectual resources to social and psychological resources" (p. 219). Thus, based on this theory, Fredrickson posits that positive emotions can lead to the expansion of individuals' perceptions. MacIntyre and Gregersen (2012) asserted that positive emotions in SLA help students become more aware of language input, allowing them to acquire more of the FL. Therefore, it is necessary for teachers to be aware of the importance of increasing students' FLE levels.

One of the most studied positive emotions in the field of SLA is enjoyment. Boudreau et al. (2018) differentiated between enjoyment and the feeling of pleasure in general by saying, "If pleasure can occur simply by performing an activity or completing an action, enjoyment takes on additional dimensions such as an intellectual focus, heightened attention, and optimal challenge" (p. 153). Dewaele and MacIntyre (2016) state that FLE occurs within three dimensions: positive setting, which is the feeling of fulfillment from the classroom; positive private, i.e., internal, or personal feeling of satisfaction; and positive atmosphere, which relates to having a good relationship with teachers and peers. In other words, in order for students to enjoy an FL class, they need to have friendly peers, find support from their teacher and learn in a positive classroom environment (Dewaele & MacIntyre, 2014; Pavelescu & Petric, 2018). Many studies, such as those of Dewaele and Alfawzan (2018), Khajavy et al. (2018), and K. Saito et al. (2018), have

indicated that enjoyment in the classroom context helps FL learners to acquire the target language better. Thus, FL teachers should always try to create a positive classroom environment and support their students to increase their FLE.

Many researchers shed light on the fact that while it is important to reduce negative emotions, this should be accompanied by the development of positive emotions such as enjoyment, autonomy, and well-being (Shen, 2021). Since then, many studies have started to connect the most studied types of positive and negative emotions, FLCA and FLE. For instance, Dewaele and MacIntyre (2014) investigated FLE and FLCA in the classroom context to determine the characteristics of positive episodes of enjoyment in an FL class. Participants were 1746 FL learners from 90 different nationalities; the majority were female in their twenties. Dewaele and MacIntyre used a questionnaire to collect data; this questionnaire consisted of eight items extracted from the FLCAS and 21 items developed by the researchers to reflect FLE. The results demonstrated that levels of FLE were significantly higher than those of FLCA. Also, the findings revealed that there was a positive relationship between FLE and several factors such as age, academic degrees, FL proficiency, multilingualism, and teachers' support. Although a negative correlation was found between FLE and FLCA, the researchers considered them different dimensions since the amount of shared variance was small (Dewaele & MacIntyre, 2014). Such findings suggest that teachers should break the association between FLCA and FLE since working on boosting students' enjoyment in class does not necessarily mean that their FLCA will be reduced automatically.

In a related study, Dewaele & Alfawzan (2018) investigated whether enjoyment can outweigh FLCA. The researchers asked 341 FL learners from Britain and Saudi Arabia to participate in the study by filling out an anonymous online questionnaire. The results showed

that the effect of FLE on increasing performance was stronger than the negative effect of FLCA. Another study focusing on the same topic is Dewaele et al. (2018). They studied the extent to which FLE and FLCA are linked to a range of learner-internal variables and teacher/classroom-specific variables in an educational context. Participants were 189 British high school students learning various FLs. The findings of this study demonstrated that higher levels of FLE were linked to the FL teacher-specific variables such as "attitudes towards teacher, frequency of use of the FL by teacher, time spent reading, writing, listening and speaking in the FL class and predictability of the FL class" (Dewaele, Witney, et al., 2018, p. 680). On the other hand, lower levels of FLCA were linked to higher scores on attitudes towards the FL. FLCA thus seems less related to the teachers than FLE, implying that FL instructors can increase students' FLE levels more than they can decrease their FLCA. In addition, they found a significant association between students' age and FLE, but age had no effect on FLCA. They added that language proficiency levels could significantly influence FLE and FLCA; the higher learners' proficiency level, the higher the FLE score, and the lower the FLCA score.

We can conclude from this section that FLE is still a new topic in the field of foreign language learning. Recent studies discovered that FLE was more likely to have been triggered by the teachers, while FLCA was more related to the learners, although teachers can influence students' FLCA using different anxiety-reducing strategies (Alrabai, 2015). Most of the research studies related to this theme use a quantitative method to collect data: questionnaires. However, very few studies used the qualitative approach, which is crucially needed since qualitative research allows collection of data that cannot be put into numbers to understand teachers' and students' emotions in more depth (Cleland, 2017). In addition, the majority of the studies are

conducted in Asia, Iran, Saudi Arabia, and Britain, but no studies have been done yet connecting FLE and FLCA in Egypt, which is a research gap that this research tries to fill in.

2.4 Foreign Language Teaching Enjoyment

Teaching enjoyment is considered one of the positive emotions that teachers experience while teaching. Generally, emotion is defined as an "episode of interrelated, synchronised changes in the states of five subsystems in response to the appraisal of an external or internal stimulus important to the person" (Scherer, 2005, as cited in Burić et al., 2017). Teachers' emotions can be at the state level involving relatively short and intense episodes that constantly change due to fast changes in events and their appraisals (Scherer, 2005). For example, a teacher feels proud of a student who writes an excellent essay in a particular class. On the other hand, teachers' emotions at the trait level can be conceptualized as individual differences in the frequency of experienced emotions of a particular kind in everyday life (Wood et al., 2008). For instance, a teacher may feel generally proud of their student's achievement in the FL class (Burić et al., 2018).

Both kinds of emotions are worth investigating since they can affect students' emotions and achievements. Nonetheless, the instruments examining trait emotions can be more useful in explaining their impact on teachers' performance and well-being. For example, if the teacher experiences unpleasant emotions frequently, this can eventually negatively affect their well-being and cause burnout (Carson, 2006). In contrast, since state emotions are more intense and last for a shorter time, they cannot be operationalized through usual survey methods. Indeed, they demand complicated techniques like the experience sampling method, which is a qualitative research procedure for understanding how people feel and think in their lives; it focuses on asking individuals to report their feelings and thoughts at random moments throughout the week

(Larson & Csikszentmihalyi, 2014), or dairy studies (Grandey et al., 2002). This could be why researchers have tended to focus on studying trait emotions since they are easier to measure.

As for the emotions that teachers experience, the commonly mentioned ones are caring, love, satisfaction, joy, pride, pleasure, frustration, excitement, shame, anger, helplessness, sadness, and guilt (Sutton & Wheatley, 2003). For novice teachers, excitement and anxiety are more common since they are still trying to figure out how to achieve their teaching goals (Huberman, 1993; Tickle, 1991). Generally, teachers' emotions have a great impact on students. For example, Horwitz (1996) explored how anxiety affects non-native language teachers' feelings of self-confidence, target language use, and instructional choices. Horwitz found that some FL teachers may choose teaching approaches that decrease communication opportunities as a result of their anxiety, which can increase students' FLCA. Therefore, it is necessary to consider teachers' emotions since they can affect students' FLCA.

FLTE has been introduced as a positive emotion that influences educators' psychological aspects and their students' linguistic development. It includes three factors: social enjoyment, personal enjoyment, and student appreciation. Due to the novelty of this concept, little research attention has been paid to FLTE and its correlations. In one of the few studies on FLTE, Mierzwa (2019) noticed a high level of teaching enjoyment among Polish teachers of various languages regardless of where they live, their gender, school type, years of experience, and the foreign language they taught. Mierzwa, thus, shed light on the vital role of instructors' positive emotions in FL classrooms that impact "the learners' attitude to life-long learning" (p. 185).

In another study, Derakhshan et al. (2022) investigated the impact of positive psychological and personality-based variables like resilience, well-being, and L2 grit on FLTE. Based on 450 Iranian teachers who filled in 4 electronic surveys, the researchers discovered that

EFL teachers' resilience, well-being, and L2 grit significantly influenced their FLTE. In alignment with this study, Ergün and Dewaele (2021) employed quantitative methods to examine the relationship between well-being and resilience and FLTE. They revealed that resilience is a stronger predictor of teachers' enjoyment in class. It can be concluded that teaching enjoyment can thrive when FL educators are in good mental health, feel resilient, and can pursue their goals. This can help them overcome their daily challenges and create a positive atmosphere in the class that will boost their students' linguistic and psychological growth.

One of the reasons why FLTE is of vital importance is that it can be transmitted from teachers to students. Moskowitz and Dewaele (2021) suggest the emotional contagion influence of educators' enjoyment among adult students. In their study, learners' perceptions of their teacher's enjoyment in class were positively associated with their L2 attitude, motivation, and attitude toward the instructor. Similarly, Talebzadeh et al. (2020) aimed to explore how emotion contagion occurs between teachers and their students in dyadic interactions. They found that teacher and student enjoyment can be transmitted through posture, facial expressions, movement, and vocalization. Since FLTE is a relatively new concept, further research is needed to investigate its effect on students' classroom anxiety and enjoyment.

2.5 Research Gap

As demonstrated in this literature review, the study of FLA in general and FLCA in specific have been ongoing since the 1970s. Throughout all those years, researchers pointed out that FLCA is an important issue in the field of SLA since it has significant negative effects on foreign language learning. Therefore, teachers should not overlook this problem and should find a way to address it. However, it has been found that teachers' impact on decreasing FLCA is lower than previously thought. Indeed, a number of recent studies found that FLCA is weakly

related to teacher and teacher's practices or behaviors in class (Dewaele et al., 2018, 2022). Also, many researchers, among them Dewaele, pointed out that teachers have a high impact on FLE. However, no research to this date has investigated whether FL teachers are aware of this. This is important to investigate since Dewaele, Witney, et al. (2018) recommend that teachers should mainly focus on boosting students' FLE more than worrying so much about decreasing their FLCA. Understanding teachers' awareness of this will help stakeholders determine whether teachers need more training to raise their awareness and knowledge regarding this topic. Also, so far, the previous studies have focused mainly on measuring FLCA, FLE, and FLTE without trying to explore teachers' perceptions of these emotions. In addition, studies conducted in Egypt so far have focused on specific types of anxiety, such as speaking anxiety and writing anxiety; however, there has not been any research study conducted in Egypt connecting FLE to FLCA.

Chapter Three: Methodology

3.1 Introduction

This chapter presents the details of the methodology of the study and consists of three sections. The first one demonstrates the procedures used to study the variables in the study, including research design and approach. The second section comprises the data collection procedures, which entails a description of the participants and instruments. The last section illustrates the techniques used to analyze data.

3.2 Research Design

This study project adopted a mixed-method research design where the researcher used both quantitative and qualitative research methods to answer the research questions. This approach was selected because most of the studies that investigated these emotions used quantitative research methods to measure the emotions without considering teachers' perceptions which are usually being studied qualitatively (Ahmadi-Azad et al., 2020; Dewaele & Dewaele, 2020; Li et al., 2021; Tahmouresi & Papi, 2021). This study project adopted the concurrent triangulation research design to directly compare the quantitative statistical results with the qualitative findings and combine the different data sets (Creswell & Clark, 2018).

The quantitative approach (through a questionnaire) collected data about teachers' perceptions of their students' FLCA and FLE levels, which emotion they prioritize increasing or decreasing in the classroom, and their perception of which emotion has the strongest effect on FL achievement. In addition, this method explored teachers' FLTE levels.

On the other hand, the qualitative method (using both a questionnaire and interviews) obtained information about teachers' perceptions of the three variables in the study: FLCA, FLE,

and FLTE. This includes teachers' understanding and definition of the variables, the sources of these emotions, what emotions they prioritize in the classroom, their strategies to increase FLE and decrease FLCA, and their beliefs regarding whether these emotions are linked. Also, it explored whether teachers think that these emotions are more related to teachers than students, and whether their students can be anxious and enjoy their class at the same time. In addition, the qualitative method gathered in-depth information about how far the participants enjoy teaching an FL, the reasons why they enjoy teaching, and their perceptions of whether FLTE can affect one of the students' emotions more than the other.

3.3 Data Collection Procedure

3.3.1 Description of the Participants

The participants were 54 mixed-gender English language teachers working at the American University in Cairo (AUC) and the British University in Egypt (BUE). The participants from AUC were working in the Department of English language instruction (ELI) and at the School of Continuing Education (SCE). The BUE instructors were teaching at SCE, BUE. The sampling strategies adopted in this research to collect data were convenience sampling and snowball sampling. Participants were approached by asking the directors of the programs to share the online questionnaire with them. The Institutional Review Board (IRB) approval was secured from AUC, and Data Collection for Research form was sent to SCE at AUC to start collecting data.

The participants were all English language instructors teaching adults. The majority of the participants were Egyptian female teachers with more than five years of teaching experience. Table 1 describes the number of participants and at which university they work. Figure 1

hereunder provides information about the participants' gender, nationality, education level, and years of working experience.

Table 1

Description of Where Teachers Work

The Institution	Number of Participants
The British University in Egypt	17
The American University in Cairo	37
Total	54

Figure 1

Participants' Background

Participants' Background
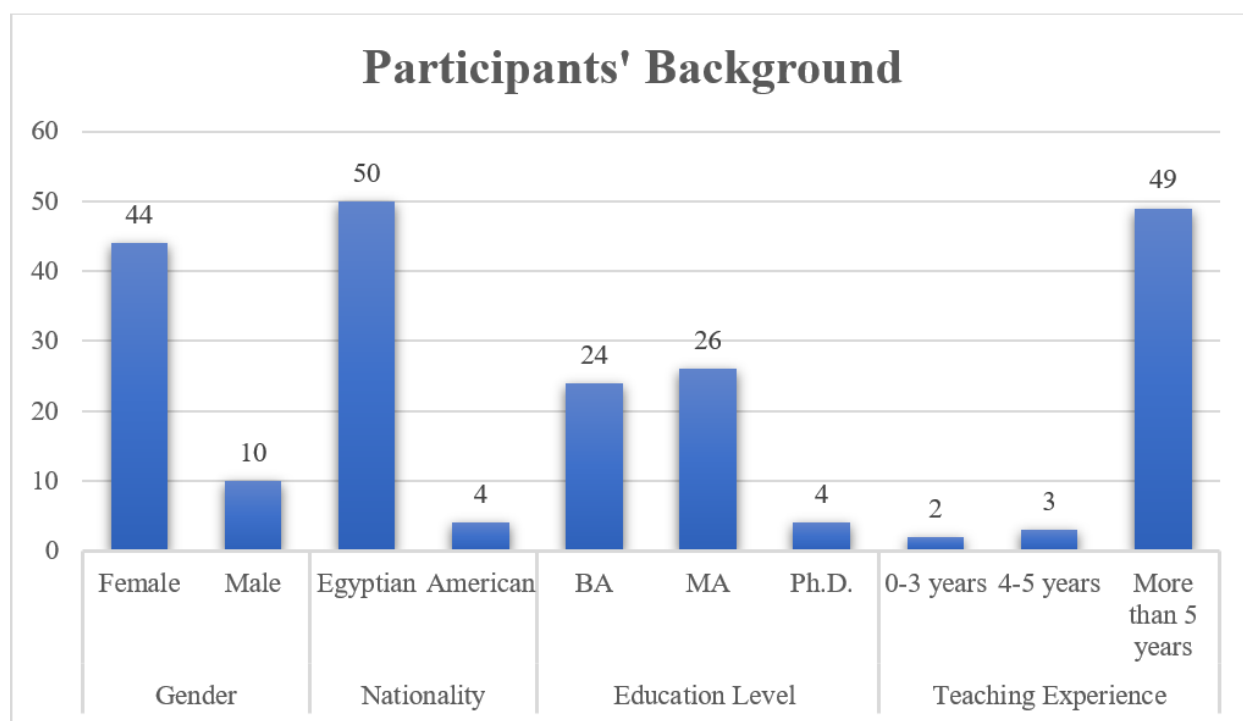
A total of 10 teachers submitted different narratives of what they experienced in the classroom with regard to these emotions: FLCA, FLE, and FLTE, and they volunteered to participate in an interview (see Table 2 for a summary).

Table 2

Interviewees' Background

Pseudonyms Names	Gender	Level of Education	Nationality	Teaching Experience	Institution
1. Ghada	Female	BA	Egyptian	16 years	AUC
2. Nourah	Female	MA	Egyptian	7 years	AUC
3. Hanna	Female	MA	Egyptian	13 Years	BUE
4. Farida	Female	MA	Egyptian	15 Years	BUE
5. Dana	Female	BA	Egyptian	10 Years	BUE
6. Rose	Female	MA	American	10 Years	AUC
7. Tamara	Female	BA	Egyptian	6 Years	BUE
8. Mohamed	Male	MA	Egyptian	+ 5 Years	AUC
9. Khadija	Female	BA	Egyptian	4 Years	BUE
10. Peter	Male	MA	American	8 Years	AUC

However, only five participants shared their narratives and did not agree to be interviewed (see Table 3). The names provided in this table are pseudonyms that were given to the participants to preserve their anonymity (Allen & Wiles, 2016).

Table 3

Participants' Background (Who only Submitted Stories)

Pseudonyms Names	Gender	Level of Education	Nationality	Teaching Experience	Institution
11. Heba	Female	BA	Egyptian	4 Years	AUC
12. Yasmine	Female	BA	Egyptian	+5 years	AUC
13. Adham	Male	MA	Egyptian	+5 years	BUE
14. Elizabeth	Female	Ph.D.	American	+5 Years	AUC
15. Nansy	Female	Ph.D.	Egyptian	+5 Years	AUC

3.3.2 Description of the Instruments

The research instruments that were used in this study were an online questionnaire and interviews.

3.3.2.1 Questionnaire. Nunan and Bailey (2009) describe a questionnaire as a tool representing the beliefs, practices, and attitudes the researcher wants to gather information about by administering it to the participants. The researcher chose to use a questionnaire because it is a fast, simple, and efficient way to collect data from participants, and it only needs minor guidance from the researcher (McLeod, 2018). However, since no previous study has focused on teachers' perceptions of FLCA, FLE, and FLTE, the researcher designed and developed the questionnaire used in this study adapted from three main scales (see Appendix A).

The questionnaire employed in this study was based on a) the main themes in the foreign language classroom anxiety scale (FLCAS), b) the main themes in the foreign language enjoyment scale (FLES), and c) the foreign language teaching enjoyment scale (FLTE). The questionnaire consists of 30 items; 27 are closed-ended questions that target quantitative data, and the last three are open-ended questions that target qualitative data. The questionnaire was administered as a Google Form. The researcher opted to use Google Forms since it allows for the types of questions that the researcher planned to use, such as multiple-choice grids, checkboxes, linear scale, multiple choice, and short answer questions, and participants would most likely be familiar with them.

The questionnaire consisted of five sections. The first section was a consent form that the participants had to sign in order to participate in this study. In this section, there were a) a brief introduction about the survey, b) the anticipated length of time that would be taken to finish the questionnaire, c) the procedure of the research, d) a confirmation that there are no certain risks or discomforts associated with it, e) an assurance that the information provided is confidential and participation is voluntary. Participants had to agree to this form in order to move to the next section. The second section collected demographic information about the participants: where

they currently work, gender, education level, and how many years of teaching experience they have.

The third section measured to which extent the participants notice that their students are anxious or enjoying the classroom using a multiple-choice grid that consists of 11 items and two multiple-choice questions. Items 6 and 8-12 were adapted from Horwitz's FLCAS, which is used to determine students' FLCA levels. These six items target the three dimensions that FLCAS measures: communication apprehension, the fear of negative evaluation, and test anxiety (Horwitz et al., 1986). This scale was chosen because it is considered reliable, and usually, studies that focus on measuring students' anxiety use it (e.g., Jiang & Dewaele, 2019; Jin et al., 2021; Li et al., 2021; Zhang & Rahimi, 2014; Zheng & Cheng, 2018). Items 7 and 13-15 in this section (12 to 14) measure the three dimensions of students' FLE based on FLTES: personal enjoyment, teacher appreciation, and social enjoyment (Dewaele & MacIntyre, 2014). The FLES is considered reliable and valid since the developers found evidence to support its internal consistency and validity (Botes et al., 2021). In addition, this scale has been used in the majority of the recent studies that focused on measuring students' FLE levels (e.g., Ahmadi-Azad et al., 2020; Dewaele & Alfawzan, 2018; Dewaele & Dewaele, 2020; Jiang & Dewaele, 2019; Li et al., 2018, 2021).

Item 16 targeted exploring which emotion teachers prioritize increasing or decreasing in the classroom. Item 17 investigated whether teachers know that FLE affects FL achievement more than FLCA does. After each one of those multiple-choice questions, participants were given the option to elaborate on their answers.

The fourth section focused on measuring FLTE and exploring whether the participants were aware that FLTE affects FLE more than FLCA. Teachers' foreign language teaching

enjoyment levels were measured using an adapted version of the FLES (see Appendix A). This scale consists of nine items that target three factors: the role of the teacher in creating a positive environment in the FL classroom and personal and social enjoyment of FL teaching. Participants responded to the questionnaire on a 5-point Likert scale. Other studies found that the scale yielded adequate reliability in different settings (Ergün & Dewaele, 2021; Mierzwa, 2019).

Items 27 and 28 were two linear scales used to explore teachers' opinions about to what extent their FLTE level can affect their students' anxiety and enjoyment levels. Participants selected a number from one to five, where one means (Unlikely to affect students) and five is (Highly affects students).

3.3.2.1.1 Narrative Writings. The last section of the questionnaire explored teachers' perceptions of the sources of FLCA, FLE, and FLTE using three open-ended questions. Participants were asked to write about an experience when they noticed that their students were anxious, were enjoying learning an FL, and when the teachers felt that they were enjoying teaching English. Then, those who shared their narrative writing had the choice to volunteer to participate in an interview. Those who agreed to be part of the next step were asked to provide the most convenient way to be contacted to set an appointment for the meeting.

3.3.2.2 Interviews. The main aim of the interviews was to investigate teachers' perceptions and awareness of their influence on students' FLCA and FLE (see Appendix B). Therefore, the interview questions focused on exploring the teachers' understanding of the meaning of FLE and FLCA, what they prioritize in their classes, and the techniques they use to increase FLE and decrease FLCA. Some of the interview questions were adopted from Attia's (2015), and others were developed by the researcher. The researcher chose Attia's research since it has clear interview questions that could be adapted and used in this study.

Interviews were chosen as one of the instruments in this study to help the researcher in analyzing and comparing teachers' perceptions of FLTE and how it can affect FLCA and FLE, and what teachers actually believe about their influence on students' FLCA and FLE. The interviews were semi-structured to have more standardized data across interviewees with greater depth than that obtained from structured interviews (Gall et al., 2007). The interview questions were ordered from the broadest to more specific questions, and other questions were added later based on the participants' narrative writings.

3.4 Procedures for Data Analysis

The data analysis process was divided into three stages: analyzing the quantitative data, narrative writings, and finally, the interviews. The quantitative data collected from the questionnaire were exported to a Microsoft Excel sheet and coded for data analysis. The items in the multiple-choice grid that measure teachers' perceptions of FLCA and FLE were coded from five to one (five "always" and one "never"). Also, the items in the third section measuring FLTE were given a code from five to one (five "strongly agree" and one "strongly disagree"). The researcher used SPSS to calculate the mean, standard deviation, and mode, to compare teachers' perceptions of FLCA and FLE, and to measure FLTE. Then, frequency and t-tests were run on the data to discover whether there was a correlation between the variables.

As for the narrative writing, 15 participants volunteered to answer the three open-ended questions at the end of the questionnaire. Their narrative writings were exported to Microsoft Word to explore the commonality between their stories and figure out the sources of FLCA, FLE, and FLTE. Then, codes were given to the discovered patterns to find the main themes (Deterding & Waters, 2021). Appendix C in the appendices section presents the coding of thematic analysis. The qualitative data were analyzed using thematic analysis, and the identified

themes were based on the interpretation of the qualitative data instead of prior lists (Dörnyei, 2007).

Finally, regarding the interview responses, the researcher interviewed 10 teachers on Zoom (see Table 2 for a summary). The recorded interviews were exported to two transcription software (https://www.veed.io/tools/audio-to-text and https://otter.ai/home) to produce transcribed interviews. Transcriptions were reviewed and proofread by the researcher to remove interjections. Then, the transcriptions were exported to Microsoft Word, and the responses to each question were reviewed to explore the commonality in their answers, and codes were given to the found patterns (see Appendices C, D, E, F, G). Finally, connections were drawn between the results of the questionnaires, narrative writings, and interviews to answer the three research questions.

3.5 Conclusion

To sum up, this chapter illustrated the methodology used to carry out this research. A mixed-method approach was employed in this study to quantitatively and qualitatively explore teachers' perceptions of FLCA, FLE, and FLTE. Two sampling methods were used to select the participants of this thesis research: convenience sampling and snowball sampling. As a result of using them, all participants were English instructors working at AUC and BUE. Furthermore, two data instruments were employed: a questionnaire and interviews. The questionnaire was based on the themes of the FLCA and FLE scales, and the FLTE scale was used with no adjustments. Regarding the data analysis, it went through two phases. First, SPSS was used to run quantitative data analysis. Then, thematic analysis was selected to analyze the qualitative data.

Chapter Four: Results

4.1 Introduction

This chapter presents the results of the data analysis that was conducted on the collected data. The main aims of this research were to a) examine teachers' perceptions of their students' FLCA and FLE levels, b) measure FLTE and identify teachers' perceptions of the influence of FLTE on students' FLCA and FLE levels, and c) explore teachers' experiences with FLCA and FLE in the classroom and their FLTE. This chapter reports the results of the quantitative and qualitative data collected according to the above-mentioned research questions.

4.2 RQ1: Teachers' Perceptions of Students' Foreign Language Enjoyment and Anxiety

Teachers' perceptions of students' FLCA and FLE were examined using a questionnaire and interviews in order to answer the first research question. The quantitative data resulting from the questionnaire were analyzed using descriptive and Pearson correlation analysis, and the interviews were analyzed using thematic analysis. The final results of the two types of analysis are presented below.

4.2.1 Questionnaire Results in Relation to FLCA and FLE

Participants were asked to report how often they noticed their FL learners suffer from FLCA (see Table 4). Based on items 6, 8, and 11 in the questionnaire, all the participants noticed that their students felt anxious in the classroom, were worried about making mistakes, and were anxious about negative evaluation, as 54 out of 54 of the participants (100%) chose strongly agree, agree, sometimes, and rarely. Additionally, no one chose never. Based on items 9, 10, and 12, the majority of teachers noticed that their students avoided participating, were

anxious to communicate with their peers, and suffered from test anxiety, while few participants never noticed that.

Table 4

Mean, Standard Deviation and Percentages of Frequency of Teachers' Perceptions of Students' FLCA

Items	Percentage of Frequency				
How often do you notice that your current students	**Always**	**Often**	**Some-times**	**Rarely**	**Never**
6. are anxious in the classroom	4%	13%	67%	17%	0.0%
8. are worried about making mistakes	13%	39%	43%	6%	0.0%
9. avoid participating	7%	15%	59%	15%	4%
10. are anxious about communicating with their peers	7%	15%	54%	17%	7%
11. are anxious about negative evaluation	13%	33%	41%	13%	0.0%
12. suffer from test anxiety	15%	48%	33%	2%	2%
Average	10%	27%	49%	12%	2%
Mean			3.3117		
Std. Deviation			.56916		

Note. The number of participants is 54, and the percentages presented are round numbers.

Generally, almost half of the participants sometimes noticed their students were anxious in the classroom, 27% of the teachers usually found that their students suffered from FLCA,

around than 10% of the participants always observed FLCA in their class, and only 2% of the

participants did not notice that their students suffer from anxiety (see Figure 2).

Figure 2

Percentages of Frequency of Teachers' Perceptions of Students' FLCA
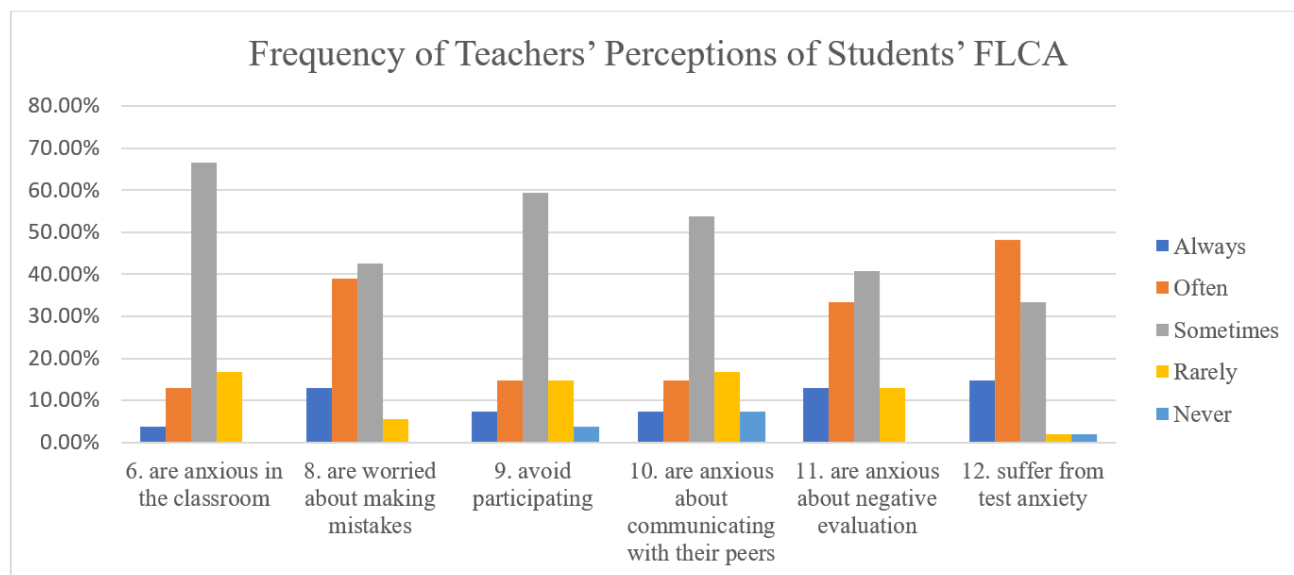
Note. The number of participants is 54.

Furthermore, teachers were asked about the frequency of how often they noticed that

their students were enjoying learning English in the classroom. The scale measured how often

FL instructors observed that their students enjoyed learning the FL, interacting with their peers,

and teachers' help. Based on the results of the descriptive data in Table 5, it was found that all

participants noticed that their learners often enjoyed learning English (mean=4.3) since no one

chose never or rarely. They mainly noticed that their students enjoyed their support since 96%

chose always and often. In addition, they observed that their students enjoyed learning the FL

and were proud of their accomplishments more than they noticed that their learners enjoyed

interacting with each other (see Figure 3).

Table 5

Mean, Standard Deviation and Percentages of Frequency of Teachers' Perceptions of Students'

FLE

Items	Percentage of Frequency				
How often do you notice that your current students	**Always**	**Often**	**Some-times**	**Rarely**	**Never**
7. are enjoying learning English	26%	65%	9%	0.0%	0.0%
13. are proud of what they accomplish in the classroom	48%	39%	13%	0.0%	0.0%
14. form a tight group with their peers	33%	44%	22%	0.0%	0.0%
15. enjoy your support	70%	26%	4%	0.0%	0.0%
Average	44%	44%	12%	0.0%	0.0%
Mean			4.3241		
Std. Deviation			.48958		

Note. The number of participants is 54, and the percentages presented are round numbers.

Figure 3

Teachers' Perceptions of Students' FLE
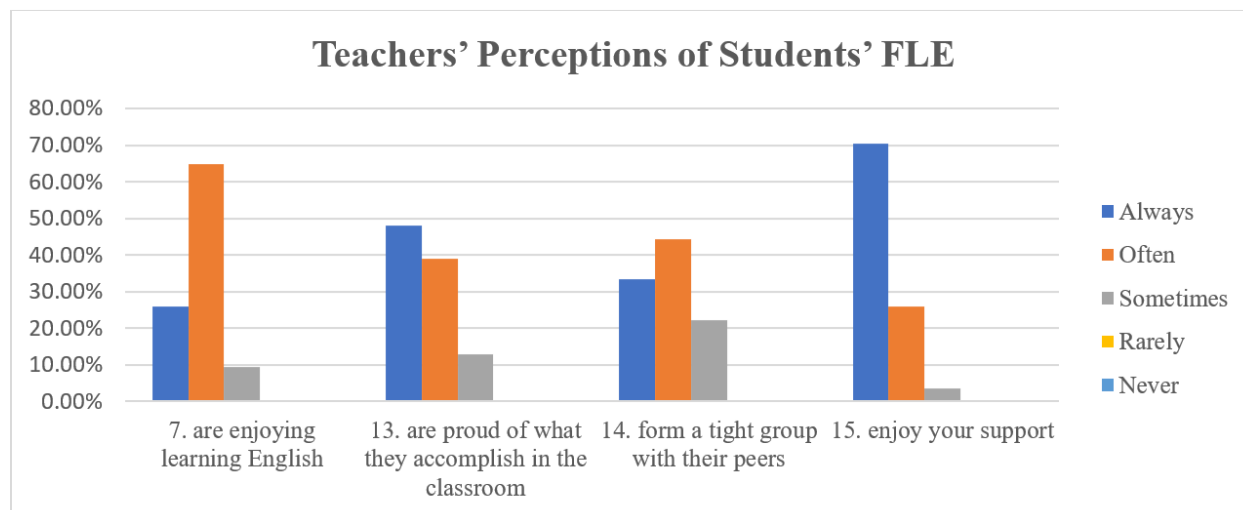
Note. The number of participants is 54.

Participants were asked about what they prioritized working on in the classroom. It was found that participants mainly focused on increasing students' enjoyment levels, as 35 out of 54 (65%) preferred working on increasing students' FLE instead of decreasing their FLCA (see Figure 4).

Figure 4

What Teachers Prioritize in the Classroom
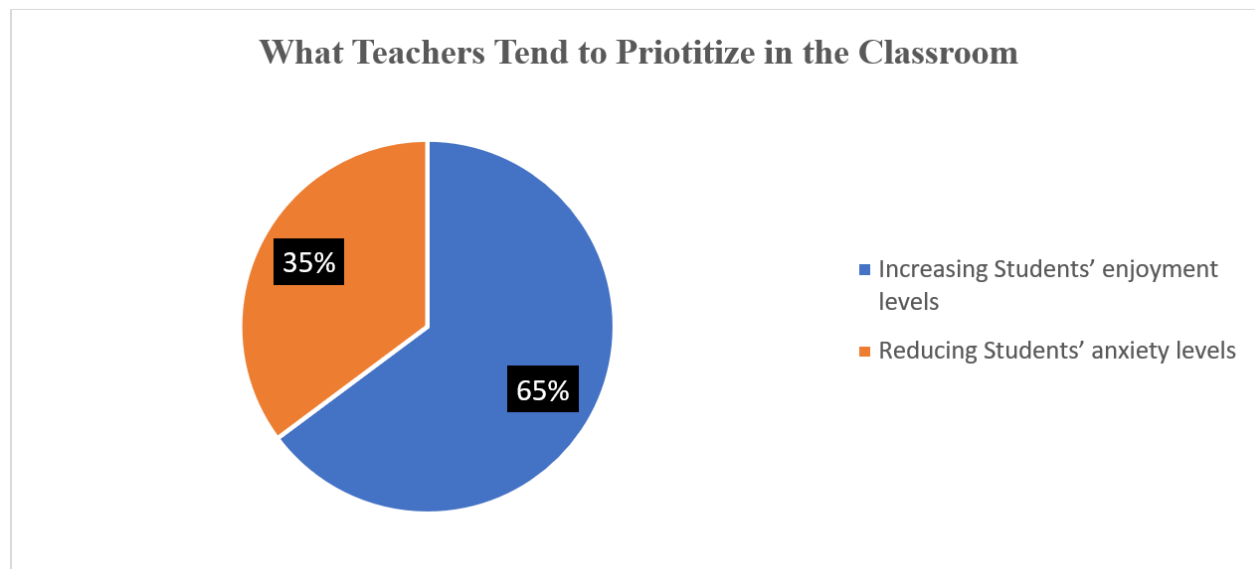
Note. The number of participants is 54, and the percentages presented are round numbers.

Furthermore, participants were asked which of these emotions they think can strongly influence their student's achievement. As illustrated in Figure 5, most FL instructors who filled in the questionnaire believed that students' FLE level could affect their FL achievement more than their FLCA level, as 36 out of 54 (67%) selected FLE.

Figure 5

Teachers' Perceptions of the Strongest Effect on FL Achievement
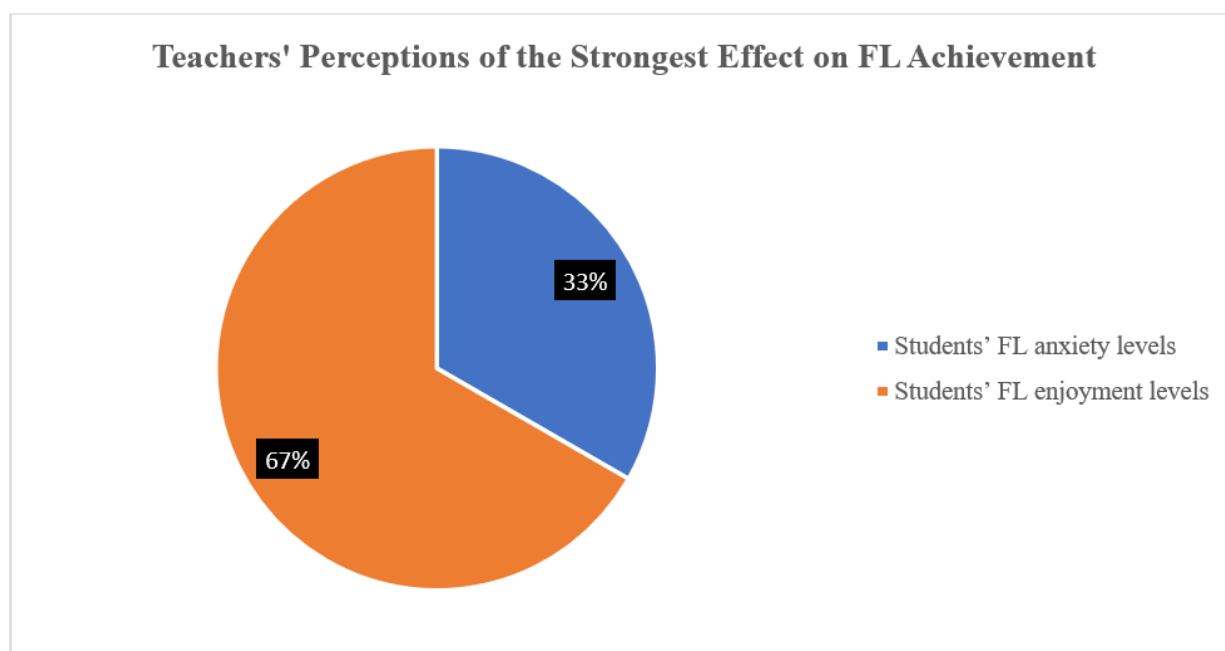
Note. The number of participants is 54, and the percentages presented are round numbers.

To sum up, the first quantitative section in the questionnaire focused on measuring the frequency of how often FL teachers noticed their students were anxious or enjoying learning the FL in the classroom. The mean score for FLE was 4.3 (SD = .4), while the mean score for FLCA was slightly lower: 3.3 (SD = 0.5), which means that teachers noticed that their students enjoyed their classes more than suffering from anxiety. Furthermore, the results suggested that the majority of the participants (65%) prioritized working on increasing their students' FLE instead of decreasing their FLCA. Finally, when they were asked about their perceptions of which emotions have the strongest effect on FL achievement, 67% chose students' FLE level.

4.2.2 Results of the Interviews in Relation to FLCA and FLE

In addition to the above quantitative data, 10 teachers were interviewed and asked a total of 17 questions generating qualitative data. The first thirteen questions focused on exploring teachers' perceptions of FLCA and FLE. Teachers' understanding of FLCA and FLE were the first points targeted in the interviews.

When the participants were asked to define FLCA, all of them (10 teachers) related this emotion to students' speaking/participating anxiety and their inability to produce the language. For example, Ghada said, "So, it's not about learning the language that makes them anxious but speaking the language in front of others." They explained that students suffer from speaking anxiety because of several reasons: (a) students are afraid of making mistakes, (b) they are worried about others watching or judging them, (c) their linguistic competence is weak, (d) they do not have a background about the topic, (e) or they are perfectionists. For instance, Peter said,

> But language learners are putting themselves at risk, because obviously, they
> have an accent or bad grammar or low amount of vocabulary, and some
> learners are able to let that go, and others cannot let that go. And so, the
> anxiety comes in this perception of how you're coming across to others. And
> that at the very least just cause some stress and … and the most lead to an
> inability to communicate, which is, very counterproductive to what you're
> trying to do in the first place.

Other participants mentioned other factors leading to FLCA. For instance, Dana defined FLCA as students facing challenges in the classroom, such as a gap between the classroom and their real life, so they cannot apply what they have learned. On the other hand, Nourah and

Khadija defined FLCA as students' inability to speak English because of two factors related to the instructors: the teacher's unfriendliness and negative evaluation. For example, Khadija defined it as students feeling stressed because the teacher is not friendly with them and because of their feeling that they are being evaluated in the classroom. Table 6 illustrates examples of coded extracts of each theme and its sub-themes. A summary of all identified themes and their sub-themes is presented in Figure 6.

Table 6

Themes and Sub-themes of Teachers' Definitions of FLCA

Main Themes	Sub-themes	Number of coded extracts	Examples of the coded extracts
Speaking anxiety	Fear of making mistakes	4	Ghada: Well, out of my experience, most students feel like anxious and worried when they participate … when it comes to the productive skills, especially speaking, they feel anxious … because of their fear of making mistakes… Rose: The feeling of embarrassment somehow of making mistakes or feeling anxious about making mistakes or saying something wrong or doing something inappropriate.
	Worried of others judging them	5	Farida: The problem is that they feel they are always being watched ... So sometimes, even when they know the answer, they would not dare say it, because they are afraid that the others are watching them. Tamara: When the students do not feel comfortable talking in front of the teacher, or in front of others in general, they do not feel safe, they are afraid that someone may make fun of them.
	Weak linguistic competence	5	Dana: Maybe they do not understand the language. Maybe they do not understand the instructions in a very clear way. Peter: They have an accent or bad grammar or low amount of vocabulary, and some learners are able to let that go, and others cannot let that go.

	Unfamiliar topics	1	Hanna: When students do not have enough information regarding anything … It depends on … whether they have ideas regarding the topic they are discussing or not.
	Being perfectionists	2	Tamara: … maybe you know, there are some students who like to be perfect all the time. They want when they speak, they speak correctly.
Gap between class and life	-	1	Dana: Sometimes they feel that they know everything, but they can't apply. So, they are in the missing part. They feel that there is a gap between the classroom and outside the classroom.
Teacher	Unfriendly teacher	2	Nourah: … I would add to that the stress that the teacher might put on students. Khadija: Also, like when the teacher acts with them like a teacher, like, in a tough and rough way as teacher, not in a friendly way.
	Fear of evaluation	1	Khadija: Maybe for the student when they feel that they are … they are stressed … because they are going to be evaluated. So, this makes them feel anxious and feels worried.

Note. The number of participants is 10.

Figure 6

Teachers' Definitions of FLCA
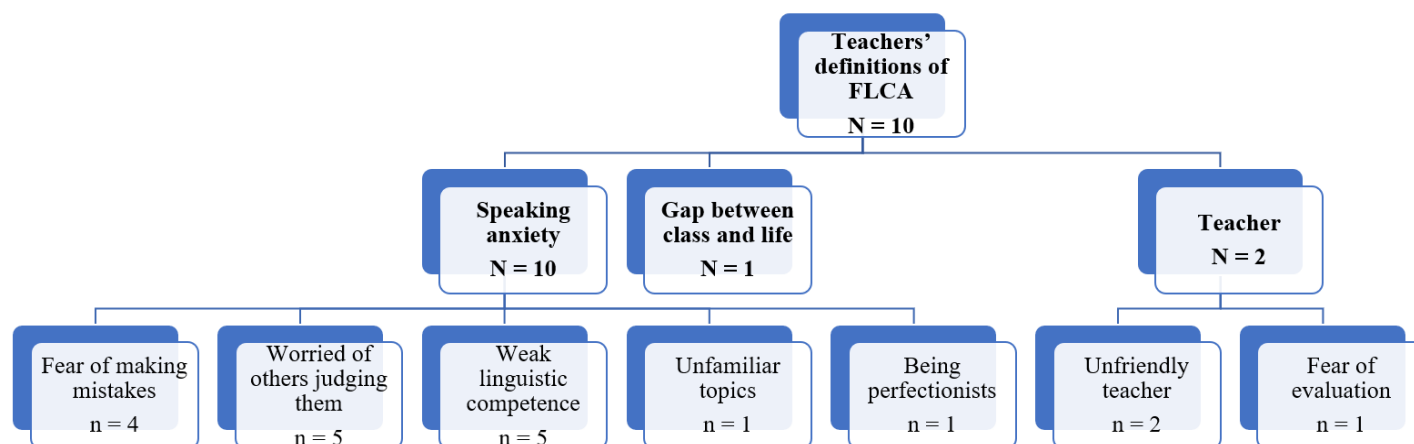
Note. The number of participants is 10.

Participants had different definitions of FLE, and they linked this emotion to four factors: students, teachers, activities, and curricula (see Table 7). They mainly linked FLE to students' accomplishing their goals and being able to use the target language. For instance, Ghada said:

> And they feel like happy when they achieve a certain goal, like these goals could be something very, very small, like pronouncing a word correctly, that they struggled with for a long time, or for example, when they understand a full session in English without the use of Arabic.

Tamara added that students enjoy learning an FL because mastering it can help them communicate with other people.

Other participants related FLE to the teachers, their practices in the classroom, and their relationships with students. For example, Nourah defined FTE as:

I believe this has to do with the teacher, not with a student. So, I believe that the teacher creates or should create a classroom environment that is not threatening to the student, where they get to ask questions, where they get to feel free with the little knowledge they have of a foreign language. Also, the activities that a teacher implements in class would be enjoyed as well. I also believe that the teacher establishes rapport among students and this kind of teacher student bond to go better, this would also contribute to enjoyment.

Mohamed illustrated that when teachers bond with the learners, this will not make them feel threatened in the classroom, which will increase their enjoyment level.

Using activities in the classroom is the third factor that four out of the 10 interviewees mentioned when they defined FLE. Farida explained in her definition of FLE, "Ah, usually students enjoy the foreign language. If there are many activities, they do not have to feel that they are learning. So learning is something like indirect is done indirectly. So, they enjoy it." Lastly, Mohamed mentioned in his definition of FLE the fourth and last factor, which was related to the curriculum and how it should relate to students' life. Based on their responses, they mainly stated sources of FLE instead of defining it as "students' sense of accomplishment in the classroom" (see Figure 7).

Table 7

Themes and Sub-themes of Teachers' Definitions of FLE

Main Themes	Sub-themes	Number of coded extracts	Examples of the coded extracts
Students	Sense of accomplishment	2	Ghada: And they feel like happy when they achieve a certain goal, like these goals could be something very, very small, like pronouncing a word correctly … or when they understand a full session in English without the use of Arabic. Peter: The immense amount of accomplishment in the sense of well-being, fuzzy, and good feeling that comes out of that.
	Producing the target language	5	Tamara: Foreign language enjoyment … is when you feel that you can speak another language other than the mother tongue that you have. Maybe this enjoyment comes out of just learning something new, maybe because it facilitates socializing with others. Peter: Being curious about language and learning for the sake of it, seeing your own progress.
Teacher	Their practices in the classroom	1	Nourah: I believe this has to do with the teacher, not with a student. So, I believe that the teacher creates or should create a classroom environment that is not threatening to the student … But I feel that it is all about the teacher.

	Their relationships with students	3	Nourah: I also believe that the teacher establishes rapport among students and this kind of teacher student bond to go better, this would also contribute to enjoyment. Khadija: it is when the teacher deal with them friendly … So, they learn, and they enjoy at the same time, in a friendly environment.
Activities	-	4	Farida: Ah, usually students enjoy the foreign language. If there are many activities, they do not have to feel that they are learning. So learning is something like indirect is done indirectly. So, they enjoy it. Dana: they enjoy learning throughout activities … they need to do it as an activity, they need to feel that they do it with any challenges …
Curriculum	Content relevant to students	1	Mohamed: feeling that this content is relevant to maybe to their interests or to their lives whether professional or personal.

Note. The number of participants is 10.

Figure 7

Teachers' Definitions of FLE
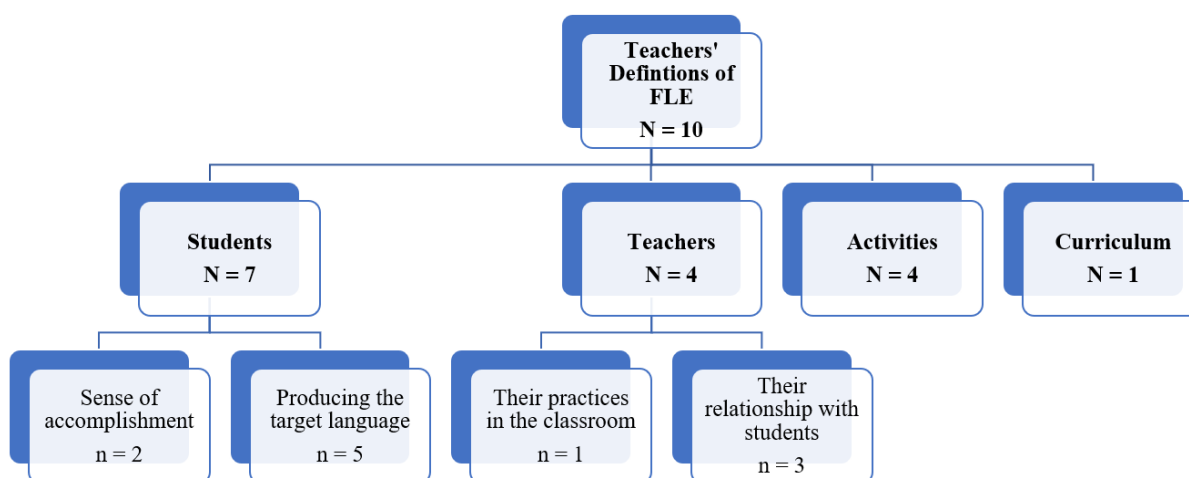
Note. The number of participants is 10.

When teachers were asked about their opinions on their students' FLCA levels, six out of 10 interviewees linked it to specific moments: (a) their first session, (b) having an exam, (c) facing a problem outside the classroom, (d) and difficult topics. On the other hand, when Nourah and Rose talked about their students' level of FLCA, they linked them to learners' language proficiency levels. Also, Dana linked FLCA to students' age in order to talk about her students' FLCA in general. Finally, Hanna believed that the new generations do not suffer from FLCA at all. Examples of each of these moments and factors can be found in Table 8 below. A summary of teachers' perceptions of their students' FLCA levels is presented in Figure 8.

Table 8

Teachers' Perceptions of their Students' FLCA Levels

Answers	Sub-themes	Number of coded extracts	Examples of the coded extracts
Relating FLCA to a specific moment	First session	2	Ghada: There are two points, I call them the peak of anxiety in the classroom, where number one, of course, the first session, as I told you, especially if this is our first introduction. Tamara: I believe so the first session … I believe that the first session is always difficult.
	Exams	3	Ghada: As I told you, there are two points … And the second is the days of the assessments, when we have assessments. Farida: they are very anxious when it comes to speaking tests … but otherwise, they enjoy learning. Peter: I definitely notice anxiety around exams.
	Facing external problems	1	Khadija: And it is not dependent on the session itself but sometimes because of something else, like they have something in their homes…
	Difficult Topics	1	Mohamed: I noticed that whenever the topic is really hard or challenging, or the student did not really prepare well for the class. So, I feel that those people or those students are unable to participate.
Relating FLCA to students' proficiency levels		2	Nourah: I feel that this really depends on the level the term anxiety depends on the level I am teaching to. So, whether this is A1 students, whether this is B2 students, whether they are C1 students, and so on.

		Rose: Well, I would say I mean, to an extent it depends on what type of class I mean, the classes level that I teach.
Relating it to students age	1	Dana: For example, if I have a student in the college and he wants to learn English to improve his language skills because of his studies. It is different than someone who stopped learning and he became much older; he became 50 years and he started to continue learning. I think they feel more worried and more anxious about this one.
Not anxious at all	1	Hanna: The generation these days do not feel anxious at all!

Note. The number of participants is 10.

Figure 8

Teachers' Perceptions of their Students' FLCA Levels
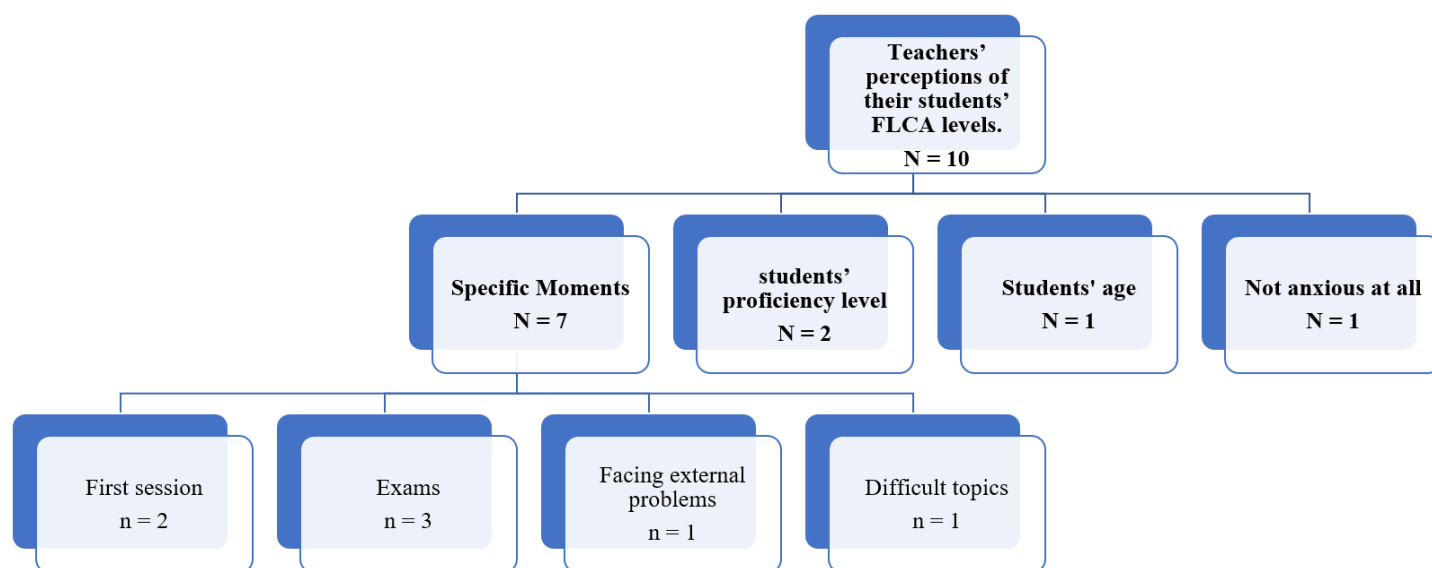
Note. The number of participants is 10.

In the interviews, when teachers were asked to share their opinions about their current students' FLE levels, five teachers talked about how their students enjoyed their classes and linked this to specific moments such as when they (a) do activities, (b) have interesting topics, (c) and learn something new. On the other hand, Nourah and Hanna described that their students enjoy learning the FL and related this to the teachers' practices in the classroom, like not creating a threatening environment. Hana, Dana, and Rose mentioned students' language proficiency and their language preference when they generally talked about their FLE. Lastly, Mohamed was the only interviewee who could describe his students' FLE levels in general without linking them to any moment or factor. Examples of the main themes and sub-themes of the participants' perceptions of their learners' FLCA levels are presented in Table 9.

Table 9

Teachers' Perceptions of their Students' FLE levels

Answers	Sub-themes	Number of coded extracts	Examples of the coded extracts
Specific moments	Activities	3	Ghada: There are like a lot of role plays, okay, involved in the process. Farida: As long as there are activities, and like competitions or they feel like, so happy they enjoy learning because it is fun. Peter: I think when the students are getting together and collaborating, and they start to really like each other, that leads to enjoyment of the class and hopefully enjoyment of the language learning.
	Topics	2	Ghada: Sometimes it is easy with certain topics because the topic itself is fun. Yes. Okay. So, when we're talking about like movies, or food or music… Hanna: Their enjoyment level, as I told you, it is varied according to students' language level ... And it depends upon a lot of things on the teacher, on the concept that the teacher is offering.
	Learning something new	1	Tamara: I've noticed that the, they get really interested and enjoy it when I teach something that they didn't know before throughout the school stages.
Mentioned teacher		2	Nourah: So again, I would say it would depend on the teacher where he or she has to develop or has to highlight that the classroom setting is not a threatening one. Hanna: Their enjoyment level, as I told you, it is varied according to students' language level ... And it

			depends upon a lot of things on the teacher, on the concept that the teacher is offering.
Mentioned Students	Students' language proficiency level	2	Hanna: Their enjoyment level, as I told you, it is varied according to students' language level. And it depends upon a lot of things on the teacher, on the concept that the teacher is offering. Dana: It depends on … the language level.
	Students' language preference	1	Rose: Well, I think, think it is mixed. I find a lot of a lot of my students seem to almost like prefer English. I mean, most of my students like 99% their native languages, like Arabic, like Egyptian Arabic. I would say some of them seem to prefer especially when it comes to reading and writing they prefer English over reading or writing in like Arabic.
In general		1	Mohamed: In general, well, for the most part, I feel my students enjoy my class.

Note. The number of participants is 10.

The last point that the first part of the interview questions focused on was whether FL teachers believed that their students could enjoy learning while being anxious at the same time in the classroom (see Figure 9). Half of the participants (5) agreed that students could be anxious and still enjoy learning an FL in the classroom. Two teachers believed that learners could not feel these two emotions simultaneously. The rest of the interviewees (3) could not answer this question since they were not sure about their students' emotions (see Appendix H).

Figure 9

Teachers' Perceptions of whether Their Students can be Anxious and still Enjoy the Class
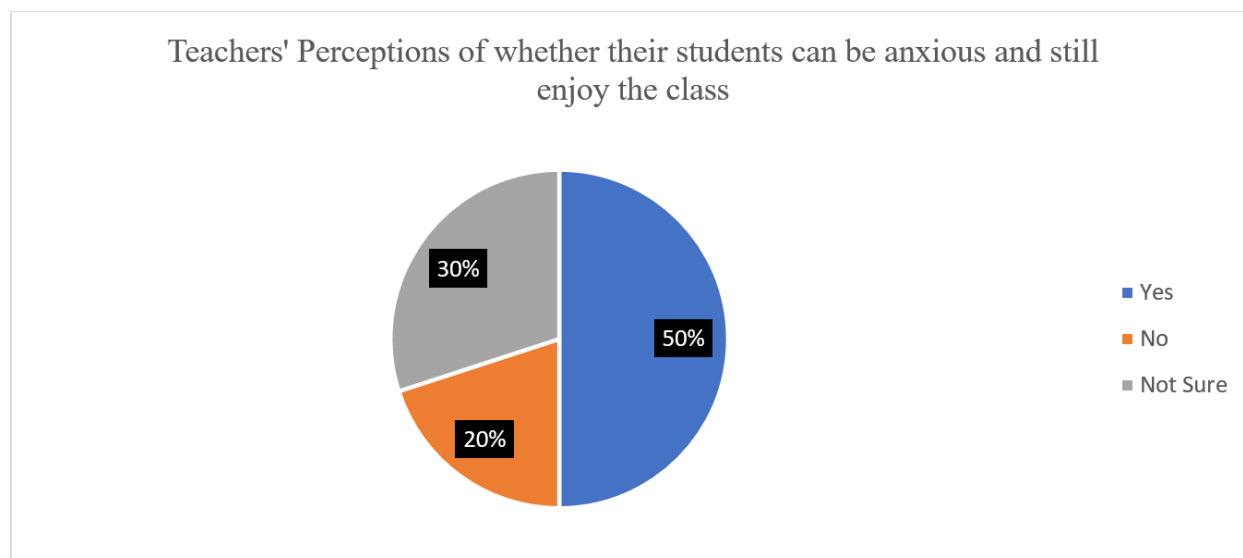
Note. The number of participants is 10.

To sum up, when teachers were interviewed, all of them (10) defined FLCA as speaking/participating anxiety, and they elaborated on their definitions by mentioning some factors that could lead students to be anxious, such as being perfectionists and fear of making mistakes. Few participants related FLCA to the teachers and their practices in the classroom, and only one instructor mentioned the effect of curriculum content on students' FLCA levels. On the other hand, when they defined FLE, their definitions mainly involved four themes related to the teacher, students, activities, and curriculum. In addition, some of them emphasized the importance of students' sense of achievement, using the FL, and the value of integrating many interesting activities to increase their FLE. Furthermore, they explained their perceptions of their students' FLCA and FLE levels by linking them to specific moments, such as: during exams or when they learn something new. Finally, five out of the 10 participants believed that students

could enjoy learning an FL and be anxious at the same time in the classroom, while two thought that these two emotions could not exist together, and three did not have an answer.

4.3 RQ2: Teachers' Perceptions of the Influence of their own Teaching Enjoyment on Students' FLCA and FLE

The second research question was framed to address teachers' understanding and beliefs about the influence of their FLTE on students' FLCA and FLE. Both the questionnaire and interviews were used to collect data to respond to this research question.

4.3.1 Questionnaire Results in Relation to the Effect of FLTE

Teachers' FLTE levels were measured using FLTES, and an overview of the levels of FLTE among the participants can be found in Table 10 hereunder. Also, Figure 10 presents the questionnaire items related to this emotion and teachers' percentages of agreeing or disagreeing with them. Those items targeted three factors: teachers' personal enjoyment while teaching, social enjoyment with students, and their role in creating a positive environment (Ergün & Dewaele, 2021). The nine items are divided into three tables to measure the average of teachers' responses regarding the main three factors in the scale (see Tables 11, 12, and 13).

Table 10

Participants' Levels of FLTE

Items	Percentage of Agreement				
To what extent do you agree/disagree with the following statements?	**SA**	**A**	**N**	**D**	**SD**
18. In class, I feel proud of my accomplishments	54%	43%	2%	2%	0.0%
19. I enjoy teaching English	83%	17%	0.0%	0.0%	0.0%
20. Teaching English is fun	69%	28%	4%	0.0%	0.0%
21. The students are stimulating	35%	54%	9%	2%	0.0%
22. The students are friendly	35%	46%	17%	2%	0.0%
23. The students are supportive	22%	54%	20%	4%	0.0%
24. We have common 'legends', such as running jokes	26%	44%	26%	2%	2%
25. We form a tight group	24%	59%	15%	2%	0.0%
26. We laugh a lot	37%	48%	15%	0.0%	0.0%
Mean	4.2737				
Std. Deviation	.42390				

Note. The number of participants is 54, and the percentages presented are round numbers.

Figure 10

Participation' Levels of FLTE
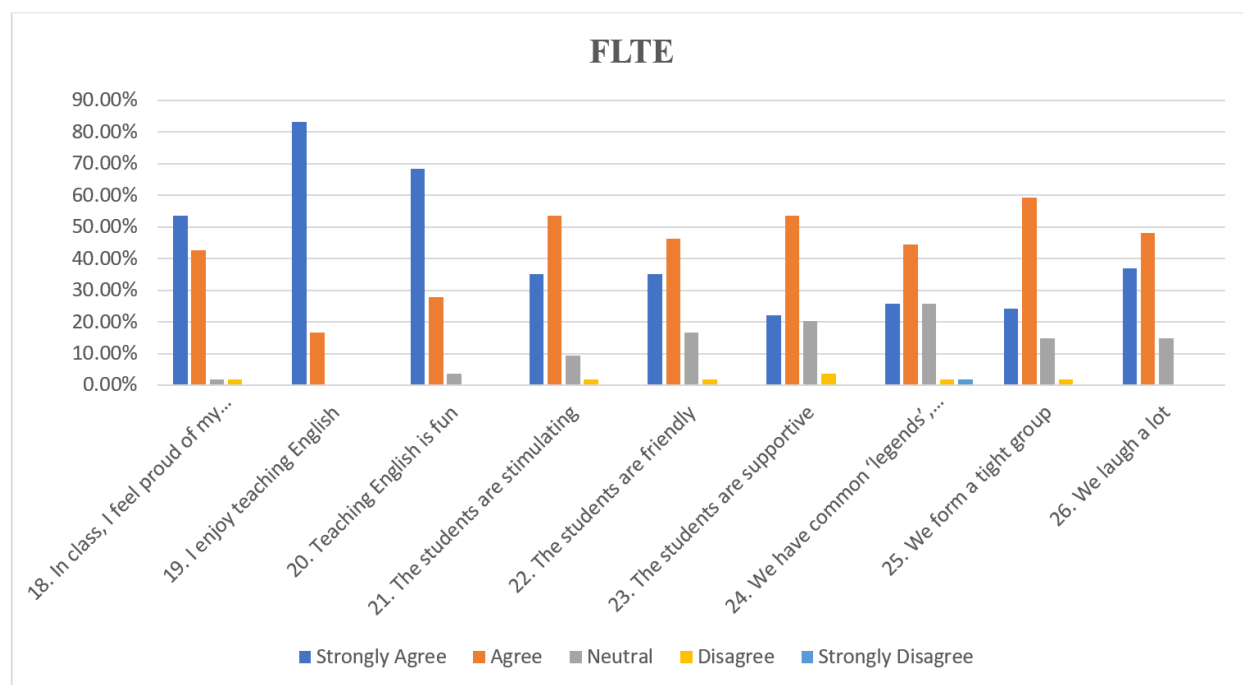
Note. The number of participants is 54, and the percentages presented are round numbers.

Table 11 illustrates the average of teachers' responses to three items that target measuring teachers' personal enjoyment while teaching. Teachers tended to strongly agree and agree on items 18, 19, and 20 related to their personal enjoyment of the FL teaching, and only one teacher reported that they were not proud of their accomplishments in the classroom. Generally, most participants (97.53%) strongly agreed and agreed that they personally enjoy teaching English.

Table 11

FLTE (Teachers' Personal Enjoyment)

Items	Percentage of Agreement				
To what extent do you agree/disagree with the following statements?	**SA**	**A**	**N**	**D**	**SD**
18. In class, I feel proud of my accomplishments	53.7%	42.6%	1.9%	1.9%	0.0%
19. I enjoy teaching English	83.3%	16.7%	0.0%	0.0%	0.0%
20. Teaching English is fun	68.5%	27.8%	3.7%	0.0%	0.0%
Average	**97.53%**		**1.87%**	**0.63%**	

Note. The number of participants is 54, and the percentages presented are round numbers.

Table 12 presents the average of teachers' beliefs regarding their solidarity and cohesion with their students. Teachers who participated in the questionnaire highly believed that they had a good relationship with their students, and this increased their social enjoyment while teaching the FL. This is because 82.1% of the participants selected strongly agree and agree, 15.47% of the total participants thought they were neutral regarding this point, and less than 3% disagreed with it.

Table 12

FLTE (Teachers' Social Enjoyment)

Items	Percentage of Agreement				
To what extent do you agree/disagree with the following statements?	SA	A	N	D	SD
21. The students are stimulating	35%	54%	9%	2%	0.0%
22. The students are friendly	35%	46%	17%	2%	0.0%
23. The students are supportive	22%	54%	20%	4%	0.0%
Average	82%		15%	3%	

Note. The number of participants is 54, and the percentages presented are round numbers.

The three items in Table 13 are concerned with the relationship between teachers and students. To be specific, they focused on how teachers can create a fun and joyful atmosphere in classrooms. The majority of teachers (70.3%) tried to build running jokes with their students in class (Item 24). However, a moderate number of teachers were either neutral about joking with students (25.9%) or did not tell jokes at all in class (3.8%). Furthermore, a remarkably high percentage of teachers who responded to item 25 (83.4%) reported that they formed a tight group with their students. On the other hand, a small percentage of them (14.8%) said that they may or may not form such a group with their class. Also, only (1.9%) claimed that they did not. Finally, in item 26, so many teachers (85.1%) said that they tended to laugh a lot with their students in class. Nonetheless, only around 15% of teachers stated that they did not laugh frequently during the class.

Table 13

FLTE (Teachers' Role in Creating a Positive Environment)

Items	Percentage of Agreement				
To what extent do you agree/disagree with the following statements?	**SA**	**A**	**N**	**D**	**SD**
24. We have common 'legends', such as running jokes	25.9%	44.4%	25.9%	1.9%	1.9%
25. We form a tight group	24.1%	59.3%	14.8%	1.9%	0.0%
26. We laugh a lot	37.0%	48.1%	14.8%	0.0%	0.0%
Average	79.6%		18.5%	1.9%	

Note. The number of participants is 54, and the percentages presented are round numbers.

Participants were asked about their perceptions of how much their FLTE levels can affect their students' FLCA levels. As presented in Figure 11, three out of 54 teachers chose that their FLTE does not affect their students' FLCA, while the majority of the participants (82%) chose "likely to affect" and "highly affects students."

Figure 11

Teachers' Perceptions of the Effect of FLTE on FLCA
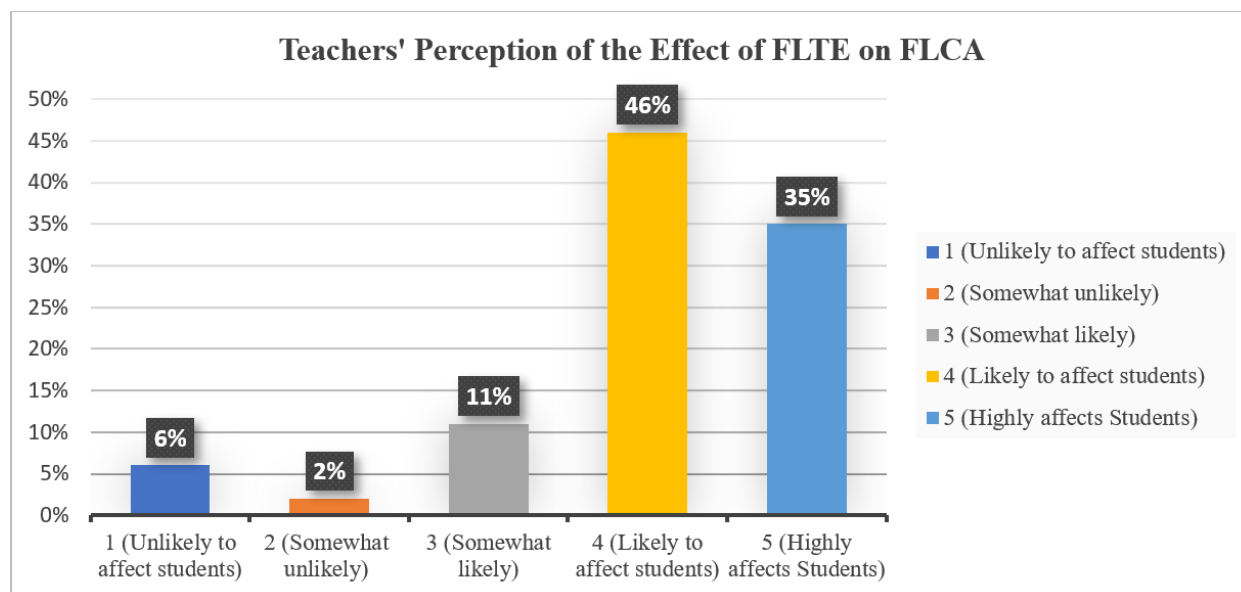
Note. The number of participants is 54, and the percentages presented are round numbers.

In Figure 12, teachers' beliefs on the extent to which their FLTE levels can affect their students' FLE levels are illustrated. All participants indicated that, to different degrees, their FLTE can affect their students' FLE since no one chose "unlikely to affect students." Most of the teachers (96%) indicated that they thought their teaching enjoyment could highly and likely affect their students' FLE levels.

Figure 12

Teachers' Perceptions of the Effect of FLTE on FLE
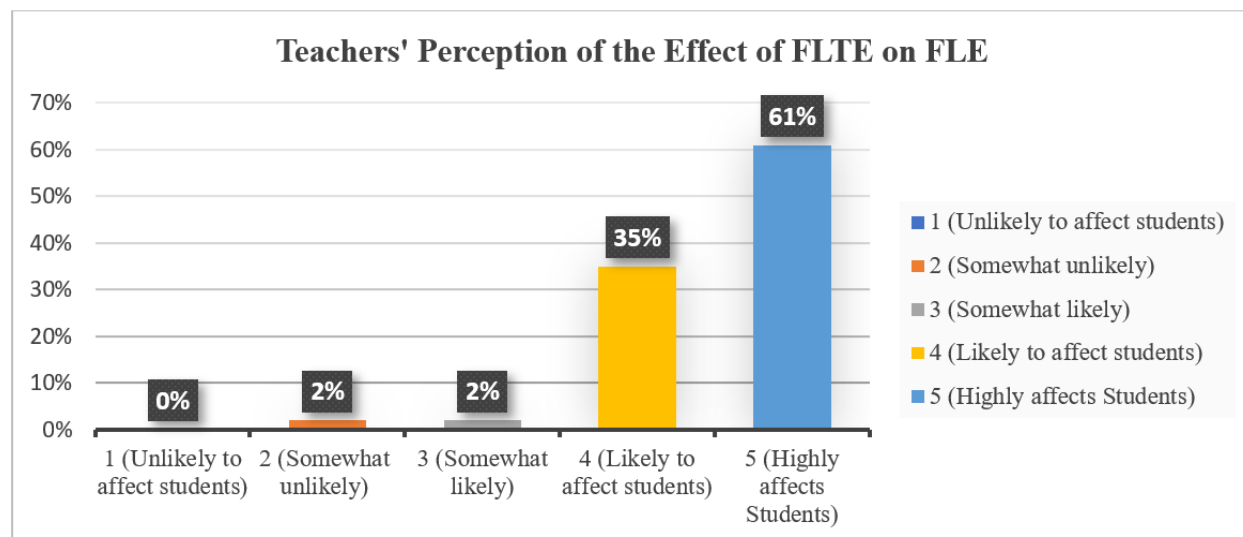
Note. The number of participants is 54, and the percentages presented are round numbers.

Finally, to be able to compare teachers' perceptions of how FLTE, FLCA, and FLE interact and affect each other and what was actually happening in their classes, Pearson correlation analyses were run on the three variables in this study using their means (see Table 14). The analysis revealed a positive relationship between FLTE and FLE ($p < .001$), which means that when instructors enjoy teaching an FL, students' FLE levels increase, and vice versa. However, there was no relationship found between FLCA and FLTE. This indicates that when teachers enjoy teaching English, this does not mean that their students are less or even more anxious, and learners' FLCA levels do not affect instructors' FLTE levels.

Table 14

Correlations for the Study Variables

Variables		FLTE	FLCA	FLE
FLTE	Pearson Correlation	1	-.076-	.514**
	Sig. (2-tailed)		.583	<.001
	N	54	54	54
FLCA	Pearson Correlation	-.076-	1	-.121-
	Sig. (2-tailed)	.583		.383
	N	54	54	54
FLE	Pearson Correlation	.514**	-.121-	1
	Sig. (2-tailed)	<.001	.383	
	N	54	54	54

**. Correlation is significant at the 0.01 level (2-tailed).

In conclusion, the results of FLTE levels and whether they affect students' FLCA and FLE levels were presented in this section. Teachers reported that they enjoy teaching English (mean=4.2) because of their personal and social enjoyment and the positive environment in the classroom. Most instructors (96%) indicated that they believe that their FLTE can affect students' FLE slightly more than it can affect learners' FLCA (82%). However, by running Pearson correlation analyses, the findings suggested that although FLTE can affect students' FLE levels, there is no relationship between FLTE and FLCA.

4.3.2 Results of the Interviews in Relation to the Effect of FLTE

The last three interview questions targeted exploring teachers' perceptions of the influence of their FLTE levels on students' FLCA and FLE levels. All 10 teachers who participated in the interviews reported that they highly enjoyed teaching English. For instance, Nourah said,

Very much. I enjoy teaching. I believe I enjoy teaching the moment I knew that there was such a word. I am very passionate about teaching. I hear lots of people complain about their jobs. I do not complain about my job. I work a lot and I never noticed it.

Mohamed mentioned how he made a career shift because of how much he enjoys teaching.

Well, I enjoyed teaching a lot because teaching is my second profession. I mean, I yeah, I have had the passion for teaching for a very long time. So, these are the best years of my life because I am doing something I like. So, I myself enjoy teaching a lot, and whatever, you know, like personal or professional problems I have to leave everything at the door of my class, and I put on a different mask and a different hat, and I am a different person. So, I enjoy teaching, and I enjoy being with students in a class.

Ghada said that teaching is the main thing that encourages her to wake up in the morning "I love to teach. Actually, this is one thing that makes me wake up in the morning. More is to teach. Yes, that's true. I love teaching. I do. I am in love with teaching."

Another question that was asked in the interview was, "Do you think your FLTE levels can affect students' FLE levels?" All participants except Nourah believed that their FLTE levels greatly influenced students' enjoyment levels (see Figure 13).

Figure 13

Teachers' Perceptions of Whether their FLTE can Affect Students' FLE

Teachers' perceptions of whether their FLTE can affect students' FLE

10%

90%

Yes

No
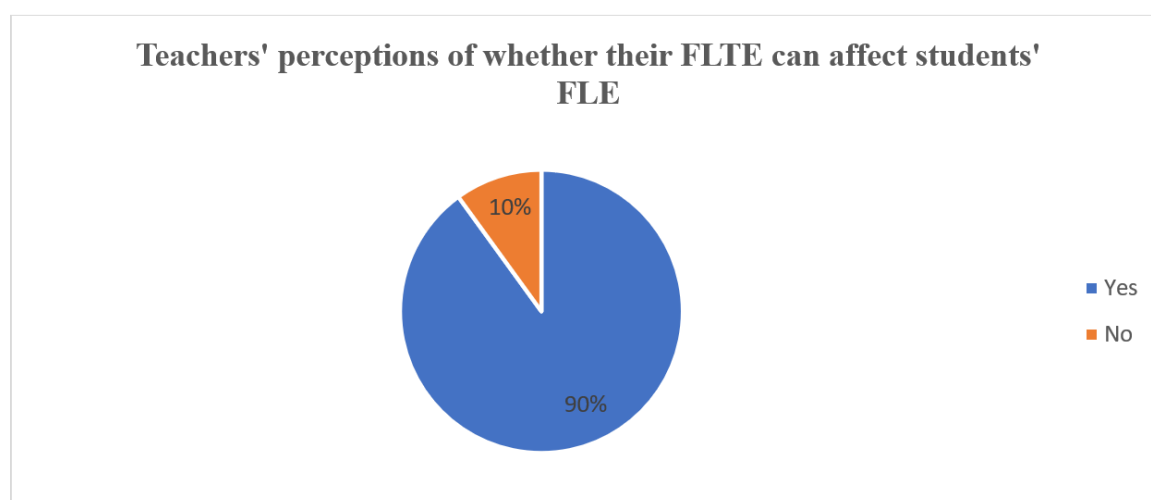
Note. The number of participants is 10.

In addition, when teachers were asked whether they think their FLTE can affect students' FLCA, different answers were reported (see Appendix G). The majority of the participants (seven out of 10) believed that their teaching enjoyment levels, to a great extent, can affect students' FLCA levels. However, Nourah and Farida explained that they could not find any connection between the two emotions. Rose was the only one not sure about the effect of FLTE on students' FLCA (see Figure 14).

Figure 14

Teachers' Perceptions of Whether their FLTE can Affect Students' FLCA
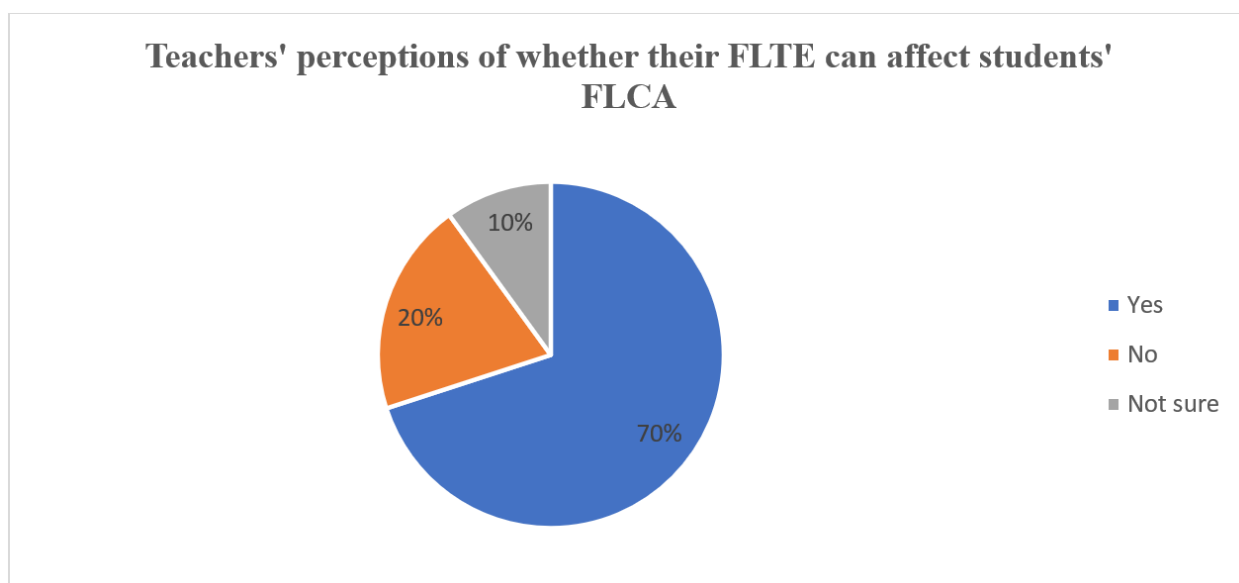
Note. Number of participants is 10.

Thus, the last part of all 10 interviews focused on investigating how much teachers enjoyed teaching English and exploring their perceptions of whether their FLTE can affect students' anxiety and enjoyment. All instructors, with no exception, reported that they enjoy teaching and consider it their passion. Also, nine out of 10 stated that their enjoyment can significantly affect students' FLE, and fewer participants (seven) reported that their FLTE could affect students' FLCA.

4.4 RQ3: Teachers' Experiences with Students' FLCA and FLE and their FLTE

The last section of the questionnaire yielded qualitative data in the form of narratives about teachers' experiences with their students' FLCA and FLE and when they enjoy teaching an FL. Through thematic analysis of the participants' stories, the results suggest that those teachers are aware of their students' emotions and their own enjoyment.

4.4.1 Teachers' Stories about FLTE

The participants' stories about their experiences when they felt that they enjoyed teaching an FL, mentioned the following causes. For instance, six of the total participants mentioned that having a good relationship with the students leads to bonding with them, and this raises their FLTE level. For example, Peter said:

> The class in general was involved, and it was very enjoyable because we were
>
> looking at one essay together and everyone was very concerned about finding
>
> ways to improve it ... This stands out because it was a great example that stuck
>
> in my mind regarding how this class bonded closely together…

Another source of their FLTE is when teachers feel that their students are learning something. This reason was mentioned by six participants, such as Rose, who was describing her feelings when she realized that her students learned new skills:

> It made me feel that my efforts were successful, and it seemed to make the
>
> students feel that they had accomplished a lot during the semester that they
>
> didn't necessarily notice at the time. It was enjoyable because it was
>
> empowering for the students--and therefore gratifying for me because I felt
>
> that they were prepared for RHET courses, which is one of the main goals of
>
> the course.

The third source of their FLTE is the feeling that they are well-prepared for the lesson, which raises their confidence in the classroom. This was only mentioned by Mohamed: "Feeling that I was well-prepared for it, in full control, and free to choose a theme that appealed to the students were the main reasons I enjoyed the class." Lastly, six teachers mentioned that students'

high levels of FLE raise the instructors' FLTE. Table 15 below shows teachers' perceptions of the sources FLTE and different examples of each one. Also, a summary of these sources can be found in Figure 15.

Table 15

Sources of FLTE

Sources of FLTE	Number of coded extracts	Examples of the coded extracts
The whole class bonding together	6	Peter: The class in general was involved, and it was very enjoyable because we were looking at one essay together and everyone was very concerned about finding ways to improve it … This stands out because it was a great example that stuck in my mind regarding how this class bonded closely together.
		Heba: 2 semesters ago learners bonded really good with each other, and they were very active and supportive. They were eager to learn, and I was able to ease their anxiety level by being fun to be around.
		Yasmine: The students were really close friends, so they were not anxious nor shy. They were always participating and had a strong level of initiative which helped me enjoy teaching this class.
		Elizabeth: It was not about me delivering information in a clinical way, but rather involved me communicating with them on a human and personal level. I felt closer to

		them, and I think it inspired them to open up themselves. It made me feel that what I was doing was making a difference. And it made me feel that I am doing what I believe a teacher should be doing -- connecting with students and learning together.
Students' learning	6	Rose: It made me feel that my efforts were successful, and it seemed to make the students feel that they had accomplished a lot during the semester that they didn't necessarily notice at the time. It was enjoyable because it was empowering for the students--and therefore gratifying for me because I felt that they were prepared for RHET courses, which is one of the main goals of the course. Tamara: I mean after I explain something and by the end when they create their production correctly, I feel over the moon when I find few mistakes, as I believe that I did my part well, especially with low level classes. Another situation is when I have had a shy student who fears public speech and I kept encouraging and I have urged the rest of the students to encourage her by listening and clapping for her when she answers. By time, she started raising her hand to answer. Farida: Students took full control of the session discussing the word they prepared and took turns to ask and answer. Low achievers felt confident that they participated actively.

		After being said (English is the most difficult subject) it became the most enjoyable session.
Being well-prepared	1	Mohamed: Feeling that I was well-prepared for it, and in full control, … were the main reasons I enjoyed the class.
Students enjoy the class	6	Adham: They enjoyed the topic a lot as well as the session because it was completely different. Mohamed: I recall that students showed interest in the class theme and were highly engaged.

Note. The number of participants is 15.

Figure 15

Sources of FLTE
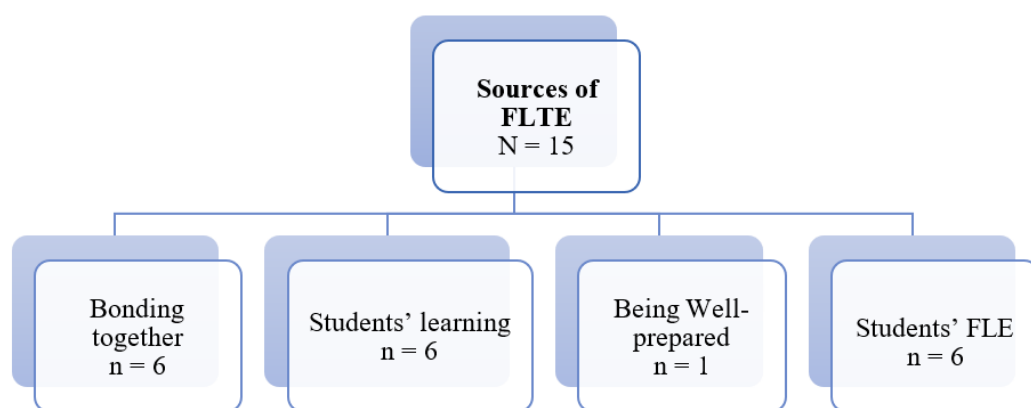
Note. The number of participants is 15.

In general, FL teachers in this study mentioned four primary sources of their FLTE in the stories they submitted in the questionnaire. More than half of the participants (six) indicated that having a good relationship with students and learners bonding with each other in class are some factors that increase their FLTE levels. Other sources of FLTE are learners' high FLE levels and when they notice their students' learning and development in the classroom. Lastly, one teacher reported that feeling well-prepared in the session is their main source of FLTE.

4.4.2 Teachers' Experiences with Students' FLE

In the following open-ended question, participants were asked to share their stories when they noticed that their students were enjoying learning the FL. The participants mentioned four techniques that they follow to increase their students' FLE. The first source of FLE is using many fun activities and games; all 15 teachers mentioned this in their stories. For instance, Tamara said:

> We played a game called hot potato. They kept throwing the ball at each other's, and there was funny and fast music in the background ... They really enjoyed it and I remember it very well as I couldn't imagine that the activity would be that interesting to them.

Also, the topic of the lesson can highly affect their students' FLE level; this was entailed in one of the narratives. Rose talked about how she purposefully chooses interesting topics to raise her students' FLE level and get them to participate:

> I often use a TED talk entitled "Are Five Husbands Better than One" in which an anthropologist discusses a very uncommon type of marriage that occurs in Nepal (polyandry). It's a pretty provocative talk, to be honest, but I like to use

it to get students to question why they think one type of polygamy is OK (polygyny) but not another type and see how they are influenced by their cultures.

In addition, two teachers shed light on the importance of letting students choose the topic of the lesson to increase their autonomy and enjoyment. For example, Mohamed reported:

> I felt that the students needed something different to relieve the monotony, so I had an idea to have a free session that I called the 'News Session'. I asked each one to choose an online news article, and to present that to their classmates … It stands out in my memory as I recall that I did not intervene to manage the class, and to organize the process of asking and answering questions; they were completely autonomous and thanked me at the end of the session for that enjoyable class. For me, it was quite thrilling to see them enjoying the discussion and commenting on each other's news articles without waiting for me to invite them to speak.

Furthermore, Tamara noticed that teaching her students something new can help in making them enjoy the lesson:

> Another situation is when I explained possessive 's to level 1. The case of 's was really new to them, and they were surprised that we say, for example, the students' exams are on the desk. They were enjoying it because they have learnt something new, they said.

Table 16 below presents teachers' perceptions of the sources of FLE and some examples of each one.

Table 16

Sources of FLE

Sources of FLE		Number of coded extracts	Examples of the coded extracts
Main theme	**Sub-themes**		
Teachers' Practices in the classroom	Using Activities	15	Yasmine: I remember a class when I really felt proud thinking about it when I used games in every step of the lesson, starting from grouping the students till wrapping up the learning outcomes at the end.
			Adham: Another situation that I will never forget was about seven years ago. My primary students were doing presentations about jobs, and everyone wore suitable uniforms for each job. It was great as students had so much fun practicing the language in a different way rather than the usual classes.
			Farida: My answer to this question is general because students usually enjoy activities especially when they work in pairs or small groups. It is kind of challenging and interesting to them especially that the activity is timed. They do their best to finish first.
			Khadija: Once my students were competing in a game and they were really enjoying and doing their best to win.
	Students choosing the topic	2	Elizabeth: In my most recent lesson with them, I got them into groups to start preparing their student-led lessons. Suddenly, the atmosphere completely changed. Almost all of them

suddenly became lively and animated. They were engaged with their groups, excited to choose together a topic that interested them, and sharing many ideas enthusiastically with each other. I felt surprised, even though I have experienced this same thing before many times. It makes me realize how effective it can be to give much more ownership to students to choose and direct their own learning. It pushes me to keep finding more ways to create such spaces for students.

Mohamed: I felt that the students needed something different to relieve the monotony, so I had an idea to have a free session that I called the 'News Session'. I asked each one to choose an online news article, and to present that to their classmates. To make it more interesting, I asked them to create a couple of discussion questions to engage the others and check their understanding of what they presented. It stands out in my memory as I recall that I did not intervene to manage the class, and to organize the process of asking and answering questions; they were completely autonomous and thanked me at the end of the session for that enjoyable class.

Teacher choosing interesting topics	1	Rose: I often use a TED talk entitled "Are Five Husbands Better than One" in which an anthropologist discusses a very uncommon type of marriage that occurs in Nepal (polyandry)…

Students' learning something new	1	Tamara: They were enjoying it because they have learnt something new, they said.

Note. The number of participants is 15.

As expressed in this section, various sources of FLE appeared in teachers' stories submitted in the questionnaire. The most significant source of FLE that all participants referred to in their stories is integrating many activities into their lessons. Other sources indicated in a number of stories were students and teachers choosing interesting topics and when students feel that they are learning something new.

4.4.3 Teachers' Experiences with Students' FLCA

In the last question in the survey, participants were asked to describe some moments when they noticed their students were anxious. The narrative writings were analyzed using thematic analysis to explore how those teachers react and manage the obstacle of FLCA. By going through the fifteen stories, it was found that teachers notice their students suffering from FLCA because of four reasons.

The first one is because of test anxiety. The participants elaborated on this point and clarified that this could happen because students were afraid of making mistakes or did not contact their teacher when they needed help. Also, Farida added that test anxiety could be a result of being a low achiever or perfectionist: "There are two types of students who usually feel anxious, especially in the exams, either the high achievers or the low achievers."

The second reason is that they are afraid of speaking. This is because they are worried about giving presentations or even participating, afraid of being the first participants, or because

they do not have a background about the topic of the lesson. Tamara mentioned that sometimes students are anxious because they are the first to talk in the class. Also, Mohamed reported that sometimes students are anxious to participate because they do not have enough background information about the topic. Another cause of FLCA is one student spreading anxiety in class, this was mentioned by Peter: "It was a graduate class in which one student in particular was anxious about giving a presentation, but it spread among some other students." Finally, Hanna believes that the first class is the main source of FLCA: "Well, usually the first class is the most anxious. It makes sense; they do not know their teacher, and they have certain expectations or concerns from a previous experience." Examples of each one of these sources can be found in Table 17 hereunder.

Table 17

Sources of FLCA

Sources of FLCA		Number of coded extracts	Examples of the coded extracts
Main themes	**Sub-themes**		
Test anxiety (5)	Fear of making mistakes	2	Farida: Students usually get anxious when they have a speaking test or have to talk about a certain topic. They are usually worried about making structural mistakes or pronunciation flaws.
			Khadija: Some of my students were so hardworking, but they worried too much about exams and making mistakes.
	High achievers and low achievers	1	Dana: There are two types of students who are usually feel anxious, especially in the exams, either the high achievers or the low achievers…
	Managing time	1	Nansy: For some of my students, anxiety appears while taking a quiz. Their main concerns seem to be about making mistakes and managing time.
	Not contacting teachers	1	Rose: One semester, some of my students expressed concern that they weren't ready for one of the upcoming assessment tasks … We talked about how it is my job to offer opportunities to learn and activities to practice and feedback on their work ... Even though this was an uncomfortable situation, I really think it helped students to see that they had more responsibility than they realized and that they

			needed to take fuller advantage of the opportunities that were provided.
Speaking anxiety (9)	Presentation/ participating	7	Heba: This semester actually, learners are anxious, and they are afraid to participate.
			Yasmine: I had a student who was really shy and couldn't form a single sentence to an extent that she had tears in her eyes while giving a presentation.
			Adham: We were planning to have a debate, so the students were so worried as it was their first time to experience a debate. It stood out in my memory because the extent to which one of the students was anxious was really noticed by everyone and the boy felt as if he forgot everything though he was well prepared.
	First one talking	1	Tamara: Another situation in which they feel anxious is when I give them a situation or a question in which each one of them should talk and the whole class should listen … It is usually difficult, especially for the first volunteer.
	No background about the topic	1	Mohamed: However, when the speaking task started, I noticed that students did not have ideas to share as their background knowledge about that topic was only rudimentary, and a few of them said that they neither dream nor remember their dreams.
Students Spreading anxiety		1	Peter: It was a graduate class in which one student, in particular, was anxious about giving a

		presentation, but it spread among some other students.
First class	1	Ghada: Well, usually the first class is the most anxious. It makes sense, they do not know their teacher, and they have certain expectations or concerns from a previous experience.

Note. The number of participants is 15.

Overall, four main sources of FLCA were found in teachers' stories. Students' speaking anxiety was the main theme discovered in most of their stories (9), followed by test anxiety (5). Other teachers talked about unique sources of FLCA that were not generally mentioned in the rest of the stories. For instance, Peter noticed that one of the factors that increased students' FLCA levels was having an anxious learner in the classroom who spreads their feelings to the rest of the class. Another example was mentioned by Ghada, who considered the first session as the main source of students' anxiety.

4.5 Conclusion

In conclusion, the main objective of this chapter was to explicate the quantitative and qualitative results of the analysis done on the collected data. The results were displayed according to the research questions in the current study. The results indicated that participants noticed that their students enjoyed learning English in the classroom more often than they detected that their learners were anxious. Also, based on their responses to the questionnaire, the findings suggested that teachers prioritize increasing their students' FLE level, and most of the participants believed that learners' FLE could strongly affect their FL achievement more than

their FLCA could. In addition, some teachers who filled in the questionnaire volunteered to participate in an interview to have an in-depth understanding of their answers. First, they shared how they defined FLCA and linked them to students' speaking/participating anxiety, the gap between the class and students' life, and the teachers and their practices in the classroom. On the other hand, their definitions of FLE were related to four factors: students, teachers, activities used, and the curriculum. When they were asked to express their perception of their students' FLCA and FLE levels, most participants felt that they could not talk about their students' feelings in general, and they had to express specific moments, such as during exams or when they learned something new.

Moreover, their perceptions of the effect of their FLTE levels on students' FLCA and FLE levels were explored in the second question. Participants' FLTE levels were measured using FLTES, and it revealed that they highly enjoy teaching English. By asking them to which extent they believed that their FLTE could affect FLE and FLCA, the quantitative results revealed that their FLTE levels had slightly more influence on students' FLE levels than their FLCA levels. Then, by performing Pearson correlation analyses on their answers in the adapted version of FLCAS, FLES, and FLTES, it was found that while FLTE could significantly affect students' FLE, there was no relationship between FLTE and FLCA. By interviewing teachers, they shared that they highly enjoy teaching, which aligns with the results of FLTES. However, when they were asked whether they thought their FLTE had any effect on students' FLE and FLCA, they provided diverse answers.

Finally, various sources of FLTE, FLE, and FLCA were identified using the participants' narrative writings about their different experiences in the classroom. A number of teachers mentioned that students' development and their high FLE levels, bonding with the whole class,

and feeling that they were prepared, were all sources of FLTE. In addition, several sources of FLE were found in their stories: using activities, the instructor and their students choosing interesting topics, and students' feelings that they learned something new. Lastly, test and speaking anxiety, students being affected by one anxious student, and the first class were all sources of FLCA that were found in the participants' narratives.

Chapter Five: Discussion

5.1 Introduction

This study aimed to explore teachers' perceptions of FLCA, FLE, and FLTE and investigate whether teachers' FLTE can affect students' FLCA and FLE. Teachers' perceptions were examined through questionnaire responses and interviews. Three research questions were presented in this research: the first question attempted to investigate teachers' perceptions of FLCA and FLE, the second one focused on teachers' perceptions of the effect of FLTE on FLCA and FLE, and the last one explored teachers' different experiences with the three emotions. This chapter presents a discussion of the study's findings and links them to other studies done on FLCA, FLE, and FLTE. The chapter ends with implications and limitations of the research and suggestions for further studies.

5.2 Teachers' Perceptions of FLCA

In order to explore teachers' perceptions of FLCA, it was essential first to ask them to define this emotion. Their definitions were classified into three themes: speaking anxiety, the gap between class and real life, and students' bad relationships with the teacher because they were not friendly or provided negative evaluations (see Appendix D). Thus, they considered FLCA as largely situation-specific anxiety by linking it to the feelings and behaviors related to the classroom, and they did not treat it as trait anxiety. Their understanding of FLCA was aligned with how Horwitz defined this emotion: "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom learning arising from the uniqueness of the language learning process" (Horwitz et al., 1986).

In addition, in this study, teachers reported noticing that their students sometimes (mean = 3.3) suffered from FLCA. This indicates that they realize that anxiety is dynamic and fluctuates over time, which is part of the nature of human beings (Elani ShiRvan & Talebzadeh, 2020). This was further suggested in the interviews when they were asked to describe their perceptions of their students' FLCA levels, and six out of 10 participants could not generally describe their emotions, and they had to link students' anxiety to a specific moment. For example, they only described their students as being anxious in the first session, during exams, when they face unfamiliar/ difficult topics, and when they suffer from other problems outside the classroom (see Appendix F). This result seems to confirm the findings of other studies, such as Gregersen et al. (2014) and Shirvan and Talebzadeh (2017), who used the dynamic approach to track how FLCA changes over time.

However, two teachers who participated in the interviews believed that students' anxiety levels were linked to their language proficiency, and one teacher related it to students' age. Although MacIntyre (2017) explained that learners' FLCA levels change over time and interact with other factors like students' age, we cannot only relate this emotion to students' proficiency level or age since anxiety fluctuates every moment. Thus, what the three teachers reported here seems to contradict the findings of Dewaele and Dewaele's (2017) study, which reported that students aged 12 to 18 had different levels of FLCA and FLE because their emotions are not fixed or linked to a specific age. Also, in the current study, one teacher generalized that "the new generation does not suffer from anxiety," which contradicts the findings of this research and the previous studies in the SLA field that have found that any student has some moments where they are anxious (e.g., Azher et al., 2010; Dewaele & MacIntyre, 2014; Elani ShiRvan & Talebzadeh,

2020). This contradiction in the findings indicates that some teachers need additional training and professional development to raise their awareness regarding students' emotions.

Teachers' perceptions of the sources of anxiety were explored using their narrative writings. They mentioned four sources of FLCA: test anxiety, speaking/participating anxiety, one student spreading FLCA, and attending the first session in a course. These results align with some studies that reported that students' FLCA levels are more affected by students' variables and less related to teachers and their practices in the classroom (Dewaele et al., 2018; Dewaele & Al-Saraj, 2015). It is crucial for educators to realize that students' anxiety is less related to them, and this can help in choosing different anxiety-reducing strategies that target students instead of focusing on their own practices in the classroom (Dewaele et al., 2018).

5.3 Teachers' Perceptions of FLE

Teachers' definitions of FLE were the first thing explored in the interviews in order to investigate their understanding and perception of this emotion. Four main themes were identified in their definitions (see Appendix E). The first theme was related to the teachers and their practices in the classroom. The second theme was related to students themselves and their sense of accomplishment while learning the FL. Using many activities and having an interesting curriculum were the third and fourth themes. Although all the aforementioned factors are considered sources of FLE, the second one agrees with how Dewaele and MacIntyre (2016) define FLE: "… enjoyment occurs when people not only meet their needs but exceed them to accomplish something new or even unexpected" (pp. 2016–2017). These results suggest that many teachers may lack basic knowledge about this emotion, which can leave them less equipped to respond appropriately to students' needs in the classroom (Headley, 2013). This can

be a result of teachers not receiving enough training regarding students' psychology as part of their teaching qualifications (Gowers et al., 2004).

Teachers' perceptions of their students' FLE levels were investigated using the questionnaire. The average of their responses was 4.2, which indicated that they noticed that their students often enjoyed learning the FL in the classroom. Their responses suggest that they understand that students' FLE levels are not something fixed that can be noticed all the time in FL classes. This result agrees with the findings of this study and other studies about FLCA and FLE that these emotions are dynamic (Dewaele & Dewaele, 2017; Gregersen et al., 2014).

On the other hand, participants had different responses when they were asked in the interviews to describe their students' FLE levels. Half of them mentioned specific moments when they described their students' FLE levels, such as when their learners did some activities or learned something new. Furthermore, one instructor (Mohamed) noticed that his students were "for the most part" enjoying learning English, which suggests that he was aware that his FL learners could not always enjoy his class all the time. The rest of the participants believed that students' high levels of FLE are linked to their teachers' practices, students' language proficiency, and their language preferences.

Sources of FLE were identified using teachers' responses to the open-ended question in the questionnaire. Participants reported four main sources of FLE: having many interesting activities, learning something new, and teacher and students' freedom of choosing the lesson topics. All these sources were grouped under one theme, which was teachers' practices in the classroom. These findings confirm previous studies' results that FLE is more related to the teacher and the teacher's practices in the classroom (Dewaele et al., 2018; Dewaele & Al-Saraj, 2015).

In conclusion, not all teachers' responses in the interviews are in line with previous studies that defined FLE, which refers to educators' need for some training programs to introduce them to students' emotions. However, the quantitative data reveal that participants are aware that emotions are dynamic and do not always follow one pattern since their average choices about FLE in the questionnaire are "usually." Furthermore, teachers' narratives suggest that some participants understand that sources of FLE are related more to the teacher and what they do in the classroom.

5.4 Teachers' Perceptions of the Relationship Between FLCA and FLE

Teachers' perceptions of the relationship between FLCA and FLE were examined using their responses to the questionnaire and interviews. After running a Pearson correlation analysis on teachers' responses, it was found that there is a negative correlation between how often teachers noticed these two emotions, but they are independent variables. This confirms the results of Dewaele and MacIntyre (2014), which is considered a pioneer study in the field of SLA. To explore whether those teachers were aware of this, they were asked in the interviews: "Do you think your students can enjoy your class while they are anxious?" So, if teachers were aware that FLCA and FLE are independent variables, they would say yes. However, only five of the total teachers who participated in the interviews said yes, while two teachers believed that students could not enjoy learning an FL while they were anxious, and three teachers did not know the answer to this question (see Appendix H). This might mean that some of those teachers are not fully aware of how these different emotions can interact with each other, which can hinder them from realizing that one student might be anxious while they appear to enjoy the class (Dewaele et al., 2018).

One of the new findings in the field of SLA is that the effect of FLE on FL achievement is stronger than the effect of FLCA on students' achievement (Dewaele et al., 2018). One of the main aims of this study was to identify teachers' perceptions of this aspect using the questionnaire. The majority of the teachers (66.7%) reported that they think FLE has the strongest effect on FL achievement, which confirms the findings of previous studies. Also, in order to further confirm these findings, participants were asked which emotions they prioritized working on in the classroom, and 64.8% chose "increasing students" FLE. Thus, we can conclude that although some teachers are unaware that these emotions are considered independent variables, they may focus more on increasing FLE, which can strongly affect students' achievement. This might be a result of teachers' lack of sufficient knowledge and education regarding students' emotions.

5.5 Teachers' Perceptions of FLTE

Teachers' perceptions of FLTE were investigated using their narrative writings. By analyzing their stories, four sources of FLTE were identified based on their perceptions: the whole class bonding and learning, students' enjoyment, and being well-prepared. These findings are similar to the main factors in FLTES: teachers' personal and social enjoyment with students and teaching in a positive environment.

The effect of teachers' FLTE on students' FLCA and FLE was explored in this study by measuring teachers' FLTE levels and how much they noticed that their students were enjoying their classes and felt anxious. Then, a Pearson correlation analysis and t-test were run on the results. It was found that FLTE positively correlates with students' FLE, which means that when instructors' FLTE levels are high, it will help increase students' FLE levels. On the other hand, the results of this study suggested that FLCA is not linked to FLTE, and this indicates that when

educators enjoy teaching an FL, this will neither decrease their students' FLCA levels nor increase them.

To explore whether teachers were aware of this, they were asked in the questionnaire and interviews to state how much they think their FLTE can affect these two emotions. They reported that their FLTE could highly affect students' FLCA and FLE in both instruments. This contradicts the findings of other studies, such as Dewaele et al. (2018) and Dewaele and Al-Saraj (2015), who reported that FLCA is less related to the teacher, and links more to students' internal variables.

5.6 Implications of Findings

After discussing the results of this study and linking them to previous literature, it is essential to explore how these findings can help teachers to improve their instructional practices in the classroom. Therefore, this section presents the study implications that FL instructors and other stakeholders in the field of education may benefit from putting theory into practice.

5.6.1 Training Programs

One important implication is integrating training programs about students' psychology as part of educators' teaching qualifications. This is because several studies have found that many teachers receive little to no education that can help them recognize and appropriately deal with students' emotions (Headley, 2013; Rothì et al., 2008). While teachers may benefit from any training in students' psychology and mental health, based on the current study's findings, FL instructors could benefit more from some training programs that specifically focus on understanding students' FLCA and FLE. Since some teachers believe that the existence of one emotion negates the other, this can prevent them from realizing that some students are anxious

and still need help while they appear to enjoy the class (Dewaele et al., 2018; Dewaele & Al-Saraj, 2015). Thus, these programs may assist FL instructors in detecting and dealing with those students, which may raise teachers' confidence in managing students' emotions (Headley, 2013).

In addition, these training programs may help teachers realize that they have a greater influence on their students' FLE than FLCA. Thus, they should focus more on increasing their students' enjoyment levels. This could be done by creating a positive environment in the classroom where they use many activities that they expect students to enjoy and choose interesting topics. This does not mean they should totally neglect students' FLCA since their enjoyment and anxiety are considered their "right and left feet" (Dewaele & MacIntyre, 2016, p. 215). Thus, educators should try to reduce the sources of the FLCA by, for example, gently correcting their mistakes, acknowledging their discomfort, helping them set realistic goals for language learning, and using humor in class (Horwitz, 2013). These suggestions can help teachers create a stress-free language learning environment where students have the opportunity to focus on the input (Horwitz, 2017).

These programs should not only focus on students but also consider how teachers' emotions can affect their practices in the classroom. This is because Barcelos and Ruohotie-Lyhty (2018) pointed out that teachers' emotions can significantly affect their decision-making processes. Furthermore, the results of the current study have shown that teachers' emotions can affect their students' FLE, which can highly influence their achievement. Therefore, González-Calvo & Martínez-Álvarez (2020) recommend raising teachers' awareness of how to reflect on their emotions to realize how they can affect their behaviors in the classroom. In general, more government funding should target creating and integrating these

training programs into pre-service teaching education and as part of teachers' professional development.

5.6.2 Raising Stakeholders' Awareness

Another important implication is raising stakeholders' and parents' awareness. Studies on emotions in the classroom and their intertwined relation received recent attention in the field of SLA. Therefore, researchers might need to spread awareness of how FLCA is more affected by learners' internal variables. However, FLE is more related to teachers' variables (Dewaele et al., 2018). Hence, parents and stakeholders might need to avoid blaming teachers squarely because of their students' high anxiety levels. They should realize that if students learn in a positive environment, teachers may not be among the causes of FLCA (Jiang & Dewaele, 2019).

5.6.3 The Impact on Curriculum Design

The last impact of this study is on the design of FL curricula. This study found that using interesting topics while teaching English is one of the primary sources of FLE. In addition, some participants claimed that choosing the topic of the lesson was one of the main factors that increased their FLTE. Also, they noticed that giving their students more opportunities to select the lesson's topic leads to an increase in their FLE. Thus, the current study recommends that curriculums should not be fixed, and more opportunities need to be given to both the teacher and students to choose what they want to cover in the class. Cotterall (2000) found that when the responsibility of decision-making about learning is transferred to students, they exhibit higher levels of motivation in class.

5.7 Study Limitations

This study was done under unique conditions, and data were collected using convenience and snowball sampling techniques. Thus, the researcher does not claim that the findings of this study can be generalized due to several limitations. First, the findings of the study should not be generalized to all FL teachers working in Egypt since only 54 teachers participated in this study, which might not be considered a representative sample. In addition, all teachers participating in this study were working at international universities in Cairo, Egypt, which have unique settings. Thus, other public universities and language centers in Egypt should be studied to represent their different settings. Another recognized limitation is that this study only analyzed teachers' perceptions of these emotions, but it would have been useful to interview some of the participants' students to compare teachers' perceptions of FLCA and FLE and what students actually report about their emotions in order to have richer data. Finally, there was a lack of diversity in the interviews since only two male participants agreed to be interviewed out of 10 interviewees.

5.8 Recommendations for Further Research

By reflecting on the current study's implications and limitations, some suggestions are provided in this section to identify several gaps in the literature that would be useful to address. In order to have a more thorough understanding of students' emotions in FL classrooms, researchers need to explore teachers' perceptions of their students' enjoyment and anxiety and their intertwined relationship and simultaneously measure their students' enjoyment and anxiety. Then, compare teachers' perceived FLCA and FLE levels with their students' actual self-reported feelings in the class. This study did one step of investigating teachers' perceptions, and other studies need to be conducted to explore both perspectives. Also, emotions are dynamic

and change over time; therefore, it could be useful to measure them per seconds and minutes, as MacIntyre (2017) recommended, to identify the rising and falling of these emotions. This can help identify sources of these emotions and how long these different factors could affect students' enjoyment and anxiety, which can be beneficial in identifying the strongest source of these emotions that teachers should be working on. In addition, since teachers' variables can significantly affect students' enjoyment levels, which can predict their FL achievement, it is necessary to investigate the effect of other teachers' variables on students' FLE. Finally, teachers' internal variables, such as age, gender, and level of education, are recommended to be considered in further studies.

5.9 Conclusion

This study aimed to examine teachers' perceptions of FLCA, FLE, and FLTE. Recent studies have revealed that while teachers' classroom practices have a weak relationship with FLCA, they have a profound influence on FLE. The current research targeted some gaps in the literature of the SLA field. There seemed to be a lack of research exploring whether educators might be aware of the recent studies on classroom emotions. Indeed, previous studies have tended to mainly measure these emotions without any attempt to shed light on teachers' perceptions. Furthermore, studies in the Egyptian context have seemed to lean more toward studying particular types of FL anxiety, such as speaking anxiety and writing anxiety, without considering FLE. Thus, conducting a study to enhance our understanding of FLE and FLCA and how FLTE might influence them was considered another gap in the literature. Consequently, three research questions guided this study. They focused on discovering teachers' perceptions of FLCA and FLE, the influence of FLTE on FLCA and FLE, and teachers' different experiences

with these emotions. A mixed-method approach was adopted in the study, and it included using a questionnaire and interviews to collect both qualitative and quantitative data.

After analyzing the quantitative data, it was found that teachers could perceive more enjoyment than anxiety signs in their students. Also, they tended to prioritize increasing their enjoyment over decreasing their anxiety in class. They seemed to strongly believe that students' FLE could affect their achievement more than their FLCA. The data obtained from interviews concluded that teachers' definitions of FLCA were more associated with three major factors: speaking anxiety, the gap between class and life, and teachers' attitudes and practices. In contrast, their definitions of FLE were more related to students, teachers' practices, and the course curriculum. When they were asked to describe their students' FLCA and FLE, they tended to connect them to particular moments, like tests. Others connected them to variables like students' age and language proficiency level. The part of the interviews that focused on FLTE suggested that teachers seemed to enjoy teaching English tremendously. Additionally, most of them assumed that their enjoyment level could affect students' FLCA and FLE levels; however, the results of this study and the previous ones did not confirm their anticipated influence on FLCA and FLE.

In narrative writings, which were part of the questionnaire, teachers delineated the sources of FLTE, FLE, and FLCA. They tended to believe that the sources of FLTE included students' development and high FLE levels, bonding with the class, and teachers feeling well-prepared during the class. Based on their observations of students, using activities, choosing interesting topics, and students' feelings that they learned something new were regarded as some sources of FLE. Lastly, they also reported some sources of FLCA, such as test and speaking anxiety, students being affected by one anxious student, and fear of the first class.

Several implications ensued from this study. Firstly, some teachers need more training programs to broaden their understanding of the different emotions that occur in the classroom. These programs probably require some governmental funding to highlight how teachers' emotions can affect their instructional practices. In addition, the fact that teachers might not be among the sources of FLCA ought to be acknowledged. Furthermore, parents and other stakeholders may need to understand that students' FLCA levels are more related to their variables than the FL instructors. Finally, stakeholders might need to give more chances to teachers and students to choose their course contents because this could increase students' FLE levels and academic achievement and instructors' FLTE levels.

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Appendices

Appendix A: Questionnaire

https://docs.google.com/forms/d/e/1FAIpQLSe7guzeNBG8Dus4tvKMOg8KmyLhf1P-mAe7jfI7lSq2L3Oepg/viewform

Project Title: Teachers' perceptions of students' foreign language enjoyment and anxiety

Principal Investigator: Nourhan Marei

*You are being asked to participate in a research study. The purpose of the research is to explore teachers' perceptions of foreign language classroom anxiety and enjoyment and measure teachers' foreign language teaching enjoyment (FLTE) levels, and the findings may be published, presented, or both. The expected duration of your participation is from 5-10 minutes should you opt to complete the first part of the survey only. The duration of the second part of the survey is about 15 minutes, should you choose to complete it. If you decide to participate in the interview, this can take up to 30 minutes.

The procedures of the research will be as follows:

- The questionnaire has two main parts, and you can choose to only fill out the first part of the questionnaire.
- The final section is optional, where you can provide some stories about incidents that relate to the main emotions that this questionnaire focuses on. Also, you can choose to participate in an interview.

*There will not be certain risks or discomforts associated with this research.

*There may be benefits to you from this research. It will give you a chance to reflect on yourself as a teacher and your students, raising your awareness regarding different issues related to teachers' and students' emotions.

*The information you provide for the purposes of this research is confidential. In the case where participants choose to only answer the first part of the questionnaire, their information remains anonymous.

*Questions about the research, my rights, or research-related injuries should be directed to Nourhan Marei at 01102061826

*Participation in this study is voluntary. Refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may discontinue participation at any time without penalty or the loss of benefits to which you are otherwise entitled.

Do you agree to answer this questionnaire?
- Yes
- No

.(Demographic information.)

1. Please select the institution at which you are currently teaching.
- The American University in Cairo
-Other_____

2. What is your gender?
- Female
- Male
- Other
-Prefer not to say

3. What is your educational level?
- Bachelor's degree holder
- Master's degree holder
- Ph.D. holder

4. How long have you been teaching English?
- 1-5 years
- 5-10 years
- More than 10 years

5. What is your nationality? _____

II.   Section II: FLCA and FLE

How often do you notice that your current students	Always	Often	Sometimes	Rarely	Never
6. are anxious in the classroom					
7. are enjoying learning English					
8. are worried about making mistakes					
9. avoid participating					
10. are anxious about communicating with their peers					
11. are anxious about negative evaluation					
12. suffer from test anxiety					
13. are proud of what they accomplish in the classroom					
14. form a tight group with their peers					
15. enjoy your support					

Comments on any of the above questions:

16. Which of the following do you tend to prioritize more in your FL classes? (MCQ)
-Reducing Students' anxiety levels
-Increasing Students' enjoyment levels

Comment (optional)

17. Which do you think has the strongest effect on FL achievement?

- Students' FL enjoyment levels
- Students' FL anxiety levels

Comment (optional)

III.   Section III: Teaching Enjoyment Scale

To what extent do you agree/disagree with the following statements?	SA	A	N	D	SD
18. In class, I feel proud of my accomplishments					
19. I enjoy teaching English					
20. Teaching English is fun					
21. The students are stimulating					
22. The students are friendly					
23. The students are supportive					
24. We have common 'legends', such as running jokes					
25. We form a tight group					
26. We laugh a lot					

27. In your opinion, to what extent does your teaching enjoyment level affect students' anxiety levels?

Unlikely to affect students			Highly affects students	
1	2	3	4	5

28. In your opinion, to what extent does your teaching enjoyment level affect students' enjoyment levels?

Unlikely to affect students			Highly affects students	
1	2	3	4	5

Comments on any of the above two questions (optional)

IV.   Section IV: (Open-ended questions)

29. Think back to a time that stands out in your memory when you were really enjoying yourself as an English teacher in the classroom. This could be a specific moment or over a longer period. Describe that time in detail. Consider including:
   ● What was happening?
   ● Who was involved?
   ● Why do you think it was so enjoyable?
   ● Why do you think this time stands out in your memory?

_____

30. Write about an experience when you noticed that your students felt anxious in the classroom. Consider including:
   ● Describe the context.
   ● Why does this stand out in your memory?
   ● How did you feel?
   ● How did you respond (if you did) to that?

_____

31. Write about an experience when you noticed that your students were highly enjoying your class. Consider including:
   ● Describe the context.
   ● Why does this stand out in your memory?
   ● How did you feel?
   ● How did you respond (if you did) to that?

_____

Would you be willing to be interviewed for a discussion about this topic?

- Yes

- No

If yes, please provide the most convenient way to contact you to set an appointment for the meeting.

_____

Appendix B: Interview Questions

Interview questions asked to teachers: Some questions are adopted from Foreign Language Anxiety: Understanding Its Status and Insider Awareness and Attitudes (Tran et al., 2013).

1. What does foreign language anxiety mean?

2. What does foreign language enjoyment mean?

3. How do you describe your students' feelings in your sessions?

4. What is your opinion about your students' levels of FLCA and FLE?

5. What do you think about your students' feelings of anxiety and enjoyment in your classroom?

6. Do you think FL **anxiety** is more related to the teacher and teacher practices than learner-internal variables?

7. Do you think FL **enjoyment** is more related to the teacher and teacher practices than learner-internal variables?

8. What do you prioritize in your class, reducing anxiety or increasing enjoyment? Why?

9. What are the techniques that you use to increase FLE and decrease FLCA?

10. Before you were involved in this interview, had you ever thought that FL learners could enjoy the class and be anxious at the same time?

11. Do you see any connection between enjoyment and anxiety?

12. If so, what is this connection?

13. What do you think are the sources of enjoyment and anxiety?

14. How far do you enjoy teaching?

15. What are the reasons for that?

16. How far do you think teaching enjoyment affects your students' FLE and FLCA levels?

17. Is there anything else you want to add?

Appendix C: Coding of interviews and narrative writings (thematic analysis).

Code	Pattern
T	Related to teachers
S	Related to students
So	Source of
FLCA	Foreign language classroom anxiety
FLE	Foreign language enjoyment
FLTE	Foreign language teaching enjoyment
TS	Time specific
Test	Test anxiety
Speaking	Speaking/ participating anxiety
Act	Activities and games
Cur	Curriculum and materials
LP	Language proficiency

Appendix D: Main themes and sub-themes of the coded extracts of how teachers defined FLCA.

Main Themes	Sub-themes	Number of coded extracts	Coded extracts
Speaking anxiety	Fear of making mistakes	4	Ghada: Well, out of my experience, most students feel like anxious and worried when they participate … when it comes to the productive skills, especially speaking, they feel anxious … because of their fear of making mistakes…
			Farida: They are always worried about making mistakes. They need to feel free. They do not have to worry about what they are going to say and how they are going to say it … And they are afraid of making mistakes and they make mistakes.
			Rose: The feeling of embarrassment somehow of making mistakes or feeling anxious about making mistakes or saying something wrong or doing something inappropriate.
			Khadija: … fear of making a mistake.
	Worried of others judging them	5	Ghada: Well, out of my experience, most students feel like anxious and worried when they participate in a class … because they are like, they are afraid of judgement, mainly…. You see, when we started speaking in front of other people, because they feel that they expose their weaknesses to them. So, it is not about learning the language that makes them anxious but speaking the language in front of others.
			Nourah: I would also add to that peer pressure …

		Farida: The problem is that they feel they are always being watched. That is what they think. So sometimes, even when they know the answer, they would not dare say it, because they are afraid that the others are watching them.
		Tamara: When the students do not feel comfortable talking in front of the teacher, or in front of others in general, they do not feel safe, they are afraid that someone may make fun of them.
		Peter: And so, the anxiety comes in this perception of how you're coming across to others. And that at the very least just cause some stress and the most lead to an inability to communicate, which is, very counterproductive to what you're trying to do in the first place.
Weak linguistic competence	5	Hanna: When students do not have … enough language to present themselves or vocabulary, they are going to run out of [unintelligible] and consequently, they won't be able to participate or to be involved into any kind of discussion.
		Dana: Maybe they do not understand the language. Maybe they do not understand the instructions in a very clear way.
		Rose: Those who did not grow up going to English language medium schools, for example. I think they feel more anxiety. Although maybe that is a, maybe that is lack of perceptiveness.
		Mohamed: Well, I believe that this term mainly entails students feeling uncomfortable learning a second language in terms of maybe understanding the instructions or understanding the teacher and then

			being able to express themselves clearly. And also, being unable to participate actively in class. Definitely. So yep, so, it is just a state of discomfort in general, yeah.
			Peter: They have an accent or bad grammar or low amount of vocabulary, and some learners are able to let that go, and others cannot let that go.
	Unfamiliar topics	1	Hanna: When students do not have enough information regarding anything … It depends on … whether they have ideas regarding the topic they are discussing or not.
	Being perfectionists	2	Nourah: Well, I believe that speaking in any language other than your mother tongue … would be difficult because it is not your own. And therefore, it is going to put a lot of kind of a lot of pressure on you trying to produce the language, and therefore anxiety, of course, trying to perfect whatever language production you're having.
			Tamara: … maybe you know, there are some students who like to be perfect all the time. They want when they speak, they speak correctly.
Gap between class and life	-	1	Dana: Sometimes they feel that they know everything, but they can't apply. So, they are in the missing part. They feel that there is a gap between the classroom and outside the classroom.
Teacher	Unfriendly teacher	2	Nourah: … I would add to that the stress that the teacher might put on students.
			Khadija: Also, like when the teacher acts with them like a teacher, like, in a tough and rough way as a teacher, not in a friendly way. So also, all the time they are

		worried because of not behaving, or not acting in a good way with the teacher…
Fear of evaluation	1	Khadija: Maybe for the student when they feel that they are under control, or they are stressed. When also, they have to act in a specific way to answer in a specific way because they are going to be evaluated. So, this makes them feel anxious and feels worried.

Appendix E: Main themes and sub-themes of the coded extracts of how teachers defined FLE.

Main Themes	Sub-themes	Number of coded extracts	Coded extracts
Teacher	Their practices in the classroom	1	Nourah: I believe this has to do with the teacher, not with a student. So, I believe that the teacher creates or should create a classroom environment that is not threatening to the student … But I feel that it is all about the teacher.
	Their relationships with students	3	Nourah: I also believe that the teacher establishes rapport among students and this kind of teacher student bond to go better, this would also, contribute to enjoyment. Mohamed: And also, not feeling that there is anything that is threatening. Khadija: It is when the teacher deal with them friendly … So, they learn, and they enjoy at the same time, in a friendly environment. Like, although they have that, like they have the rules, they keep the rules as student as a teacher, but in a friendly way ... So, they feel excited or they feel interested …
Activities	-	4	Nourah: Also, the activities that a teacher implements in class would help with enjoyment as well. Farida: Ah, usually students enjoy the foreign language. If there are many activities, they do not have to feel that they are learning. So learning is something like indirect is done indirectly. So, they enjoy it.

			Dana: They enjoy learning throughout activities … they need to do it as an activity, they need to feel that they do it with any challenges … Tamara: The activities that you run through the class … because it gives me the chance to play and, and do other things…
Students	Sense of accomplishment	2	Ghada: And they feel like happy when they achieve a certain goal, like these goals could be something very, very small, like pronouncing a word correctly, that he struggled with for a long time, for example, when they understand a full session in English without the use of Arabic. Peter: The immense amount of accomplishment in the sense of well-being, fuzzy, and good feeling that comes out of that.
	Producing the target language	5	Ghada: So, they start to enjoy the learning process itself because they produce the language… Dana: So, they can feel comfortable using the other language to deal or to communicate with others and to be understandable for them and get understand others who speak with other language. Rose: I would say foreign language enjoyment would be those students who really feel they identify with the language. I think sometimes I see students who feel that they can almost express themselves better in English sometimes, or they comment that there are certain things they like to talk about, or they feel more comfortable talking in English. Tamara: Foreign language enjoyment Okay. Let's say the happiness or the joy that you gained … when you

			feel that you can speak another language other than the mother tongue that you have. Maybe this enjoyment comes out of just learning something new, maybe because it facilitates socializing with others.
			Peter: Being curious about language and learning for the sake of it, seeing your own progress.
Curriculum	Content relevant to students	1	Mohamed: Feeling that this content is relevant to maybe to their interests or to their lives whether professional or personal …

Appendix F: Main themes and sub-themes of the coded extracts of teachers' perceptions of their students' FLCA levels.

Answers	Sub-themes	Number of coded extracts	Coded extracts
Relating FLCA to a specific moment	First session	2	Ghada: As I told you, there are two points, I call them the peak of anxiety in the classroom, where number one, of course, the first session, as I told you, especially if this is our first introduction. Tamara: I believe so the first session, sometimes you meet, or you face, weak students in general in the lower classes, and not only in the lower classes, you meet them throughout the levels, although I believe that the first session is always difficult.
	Exams	3	Ghada: As I told you, there are two points … And the second is the days of the assessments, when we have assessments. Farida: They are very anxious when it comes to speaking tests … but otherwise, they enjoy learning. Peter: I definitely notice anxiety around exams.
	Facing external problems	1	Khadija: And it is not dependent on the session itself but sometimes because of something else, like they have something in their homes. They have a lot of work to do or You do not feel interested in the session where they had some negative feeling from the previous session. So it is not only because of the teacher's session like that issue session now, it is for a lot of the reason You know, especially with the adults, it happens a lot when they have some external problems with their families and their

			work. So I always hear this. But with the students, it happens a lot with younger learners and teens. it happens a lot when they have the same problems, but at their schools with their friends, you know, the circumstances which surrounding them, the closest one, so either work family, friends, school, and so on.
	Difficult Topics	1	Mohamed: I noticed that whenever the topic is really hard or challenging, or the student did not really prepare well for the class. So, I feel that those people or those students are unable to participate.
Relating FLCA to students' proficiency level		2	Nourah: I feel that this really depends on the level the term anxiety depends on the level I am teaching to. So, whether this is A1 students, whether this is B2 students, whether they are C1 students, and so on. So, it really depends. Anxiety is a very general, generic term that you cannot just generalize over a large number of students without really specifying their background with the language, how comfortable they are speaking this language. So, I just feel that this depends again on the level of the student.
			Rose: Well, I would say I mean, to an extent it depends on what type of class I mean, the classes level that I teach.
Relating it to students age		1	Dana: For example, if I have a student in the college and he wants to learn English to improve his language skills because of his studies. It is different than someone who stopped learning and he became much older; he became 50 years and he started to

		continue learning. I think they feel more worried and more anxious about this one.
Not anxious at all	1	Hanna: The generation these days do not feel anxious at all!

Appendix G: Main themes and sub-themes of the coded extracts of teachers' perceptions of their students' FLE levels.

Answers	Sub-themes	Number of coded extracts	Coded extracts
Specific moments	Activities	3	Ghada: There are like a lot of role plays, okay, involved in the process.
			Farida: As long as there are activities, and like competitions or they feel like, so happy they enjoy learning because it is fun.
			Peter: I think when the students are getting together and collaborating, and they start to really like each other, that leads to enjoyment of the class and hopefully enjoyment of the language learning.
	Topics	2	Ghada: Sometimes it is easy with certain topics because the topic itself is fun. Yes. Okay. So, when we're talking about like movies, or food or music…
			Hanna: Their enjoyment level, as I told you, it is varied according to students' language level ... And it depends upon a lot of things on the teacher, on the concept that the teacher is offering.
	Learning something new	1	Tamara: I have noticed that the, they get really interested and enjoy it when I teach something that they didn't know before throughout the school stages.
Mentioned teacher		2	Nourah: So again, I would say it would depend on the teacher where he or she has to develop or has to highlight that the classroom setting is not a threatening one.
			Hanna: Their enjoyment level, as I told you, it is varied according to students' language level ... And it

			depends upon a lot of things on the teacher, on the concept that the teacher is offering.
Mentioned Students	Students' language proficiency level	2	Hanna: Their enjoyment level, as I told you, it is varied according to students' language level. And it depends upon a lot of things on the teacher, on the concept that the teacher is offering.
			Dana: It depends on … the language level.
	Students' language preference	1	Rose: Well, I think, think it is mixed. I find a lot of a lot of my students seem to almost like prefer English. I mean, most of my students like 99% their native languages, like Arabic, like Egyptian Arabic. I would say some of them seem to prefer especially when it comes to reading and writing they prefer English over reading or writing in like Arabic.
In general			Mohamed: In general, well, for … for the most part, I feel my students enjoy my class. I mean, I receive feedback, of course, either through the institution that I teach with formal feedback, or just like, one to one feedback from some students, or sometimes during the course, or even after the course, some of them are in touch with me, even after months and months of having the class as all finished, they are still in touch with me.

Appendix H: Main themes and sub-themes of the coded extracts of teachers' perceptions of whether FLCA and FLE can exist together.

Interview question	Answers	Number of coded extracts	Coded extracts
Can a student be anxious and enjoy the class at the same time?	No	2	Ghada: Are they are focused more on their fear, they will not enjoy the class and at the same time, they will affect their performance as a group… So, all in all, I would say that removing any anxiety or fear or stress or fear of speaking in public or fear of making mistakes, or fear of being judged, all of that is out of the way. And then they start to enjoy, they enjoy the learning process. Khadija: So, if they feel enjoyed why to feel anxious okay, I feel they are totally different emotions so I can't have them together.
	Yes	5	Nourah: Yes. And I believe they could be enjoying class, and they can be anxious at the same time. I believe it is okay. But we also need to normalize that. Hanna: Yes, sir, for sure. And I have this case once she is transferred from another school, and this is the first time for her to be with us in this school, and we are in an international school, and her experience was in a national school. The point is that the girl, she likes me a lot. She likes the session, she likes participating. She is a hard-working kid. But whenever I asked her anything, she started to stumble, she started to be to shiver, and she started to sweat a lot.

		Farida: They may, they may be anxious if they know that by the end of the lesson, there is a quiz or a speaking test. So, they keep worrying about it.
		Rose: Yes, definitely… I definitely feel that yeah, you can have both at the same time.
		Peter: I do think people can highly enjoy something and they can be highly anxious about it at the same time. I have had those relationships with my own learning as well.
Not sure	3	Dana: Actually, no, no, I do not have a clear idea about this part.
		Tamara: I do not know, maybe I am confused ...
		Mohamed: I am not really sure.

Appendix I: Main themes and sub-themes of the coded extracts of teachers' perceptions of the influence of FLTE on FLE.

Interview question	Answers	Number of coded extracts	Coded extracts
Do teachers' FLTE levels affect students' FLE levels?	Yes	9	Ghada: I think the teacher is 90%, you know, responsible for the enjoyment of the lesson in class. So, if you aren't enjoying what you're doing, you have like, this understanding that my students are perfectly enjoying learning foreign language.
			Hanna: Yes, but if you're not enjoying teaching, this means that you will not enjoy learning a foreign language.
			Farida: If I enjoy what I am doing, it means that I am well prepared, I know what I am doing. I appear enjoying to them. So, they start enjoying it.
			Dana: Yes, sure. Because if I, if I entered my class, feeling bored, so I'll transfer my feeling, even if I prepare, I will design games or activities, but I feel bored with them. I will transfer this feeling by mistake or intentionally, maybe to my students, they will feel it.
			Rose: Well, yeah, I think quite … quite a lot. Because I mean, I think, and I can think back to maybe certain classes or semesters where I was dealing with frustrations, whether from the class itself or whether outside, you know, maybe, yeah, I can recognize maybe I didn't, I didn't feel that I did the best job I could. I didn't feel that I was able to maybe put in enough effort. I didn't have maybe the emotional energy to, you know, to be positive

and to be as encouraging as I could have. So, yeah, I think it has a significant effect.

Tamara: let's say 90%. Of course, it affects them. Imagine someone is teaching you and he is frowning and or he is not that happy? No, of course it affects them.

Mohamed: Well, I see that it definitely rubs off, you know, I mean, if students see that the teacher is at ease that the teacher is relaxed, and the teacher is enjoying what he or she is doing, and the passion because the passion shows, you know, if they see that this teacher has passion. So, I believe that it will rub off on them.

Khadija: So, and it is very effective. Because when you do something with love, like people like it, and they feel enjoyed, because you do this with love and with enjoyment.

Peter: Oh, I think it can. I think if you come in and you obviously are happy to be there. And I do look forward to seeing them and I put my messages to them.

No	1	Nourah: No, of course, they might not be enjoying me at all. I might be a terrible teacher. I might be a person who does not know how to deliver a class or a topic or a message or whichever. I would not say it is related here by me enjoying myself teaching. This does not at all mean that they are enjoying or that they are less anxious or that they are more anxious. I do not feel that they are related.

Appendix G: Main themes and sub-themes of the coded extracts of teachers' perceptions of the influence of FLTE on FLCA.

Interview question	Answers	Number of coded extracts	Coded extracts
Do teachers' FLTE levels affect students' FLCA levels?	Yes	7	Ghada: Well, again, as I told you, they are like, they affect each other here. They are correlated here. So, when we're enjoying the class, and we're having a laugh, you can't be anxious when we're having enough, you see, and at the same time, if you're anxious, you will not be able to have a good laugh.
			Tamara: Oh yes, of course. I am happy with you. I am not annoyed that I am with you of course.
			Hanna: Yes. My teaching enjoyment can equally affect students' enjoyment and anxiety.
			Dana: It will affect them 100% Because you know they. They direct directly affected by the mood of the class and teaching atmosphere. So, if I, if I do not enjoy what I do, how will I do it in a good way? I can do it in a good way. So, I need to enjoy my teaching. I need to create a good atmosphere in the class. Students will feel it.
			Mohamed: I believe that this could be one of the factors or one of the you asked me earlier about the techniques that are used to lower students' anxiety so showing that on myself, I am enjoying it. And I am smiling, and I am laughing, and I am commenting on their opinions and that I am listening actively to

		what they are saying. This should impact the level of anxiety by lowering it down.
		Khadija: Yes, for sure. Because when you are teaching them and you're feeling enjoyed in your own way, and also, trying to make them feel enjoyed in your own way or in their own way. So, this will help to reduce their anxiety.
		Peter: I think it can help. I would assume if you enjoy language teaching, and have students see that. Then, they realize that this is not a professor out to get me, this is a professor who wants to take me on this journey with them. And I think that can be important with reducing anxiety.
No	2	Nourah: No, of course, they might not be enjoying me at all. I might be a terrible teacher. I might be a person who does not know how to deliver a class or a topic or a message or whichever. I would not say it is strongly related here by am enjoying myself teaching. This does not at all mean that they are enjoying or that they are less anxious or that they are more anxious. I do not feel that they are related.
		Farida: I do not think it affects them.
Not Sure	1	Rose: I am not sure.

Appendix K: IRB Approval

THE AMERICAN UNIVERSITY IN CAIRO
INSTITUTIONAL REVIEW BOARD

Case# 2022-2023-089

To: Nourhan Marei
   Dr. Mariah Fairley
   Prof. Reem Bassiouney
   Sara Tarek

From: Heba Kotb Chair of the IRB
Date   3/1/2023

Re: IRB approval

This is to inform you that I reviewed your revised research proposal entitled

"Teachers' perceptions of students' foreign language enjoyment and anxiety"

It required consultation with the IRB under the "expedited" category. As you are aware, there were minor revisions to the original proposal, but your new version addresses these concerns successfully. Your proposal used appropriate procedures to minimize risks to human subjects and that adequate provision was made for confidentiality and data anonymity of participants in any published record. I believe you will also make adequate provision for obtaining informed consent of the participants.
This approval letter was issued under the assumption that you have not started data collection for your research project. Any data collected before receiving this letter could not be used since this is a violation of the IRB policy.

Please note that IRB approval does not automatically ensure approval by CAPMAS, an Egyptian government agency responsible for approving some types of off-campus research. CAPMAS issues are handled at AUC by the office of the University Counsellor. The IRB is not in a position to offer any opinion on CAPMAS issues, and takes no responsibility for obtaining CAPMAS approval.
This approval is valid for only one year. In case you have not finished data collection within a year, you need to apply for an extension.

Thank you and good luck.

H. Kotb

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