

摘 要

自 20 世纪 90 年代以来,随着积极心理学的日益发展,外语学习者的积极情绪及其影响因素吸引了越来越多的学者的关注。外语愉悦是外语学习者在学习过程中所体验的一种积极情绪,并通常被认为是促成外语学习者课堂交际意愿以及预测其学业表现的重要指标。一般认为,外语愉悦既受制于诸如学习者个性特征、学习者外语水平等内部因素,又受到包括教师因素、课堂气氛以及社会文化等外部因素的影响。其中,教师是影响学习者外语愉悦最主要的外部因素,因此有必要对影响学习者外语愉悦的教师因素进行探究。然而相关文献研究表明,目前国外学者已经取得了丰硕的研究成果,而国内研究则刚刚起步。国内研究虽然取得了可喜的成果,但研究大多只关注大学生和高中生的外语愉悦,缺乏对影响我国初中生外语愉悦的教师因素的探究。

鉴于现有研究的不足,本研究选取内蒙古某初中 462 名学生作为研究对象,对影响我国初中生英语愉悦情绪的教师因素进行研究。研究方法采用焦点式写作,并辅以访谈。具体研究问题如下:1.影响初中生英语愉悦情绪的教师因素有哪些?2.这些因素分别归属于什么类别?各类别所占的比例是多少?3.各类别的因素对学习者的英语愉悦情绪的影响有何不同?

利用 NVivo 12.0 软件对与教师相关因素的 372 个写作片段进行了开放式编码和主轴式编码,结果发现:影响初中生英语愉悦情绪的教师因素共 24 种,可批归属于教师个性特征(31.7%)、教学活动类型(22.4%)、教学内容(19.5%)、教师技能(15.8%),教师支持(10.6%)五类。此结果表明:初中英语教师从不同维度不同程度地影响着初中生的英语愉悦情绪。本研究对外语教师建构积极的英语课堂环境具有重要的启示。一方面,外语教师应注重提升自身的性格魅力,展示积极的个性特征。另一方面,外语教师还需不断夯实课堂活动组织能力和教学技能,努力选择学生熟悉有趣且具有教育意义的教学内容。此外,外语教师还需尽可能及时的给学生提供多种支持,尤其需要注重对自身课堂情绪的管理。

当然,本研究仍存在一定不足,如样本数量较小,没能将师生的认知及对比纳入考虑,没能运用多种方法实现交叉验证,这都将在今后的研究中加以完善。

关键词: 外语愉悦情绪; 初中英语课堂; 教师相关因素; 初中生

ABSTRACT

Since the 1990s, with the increasing development of positive psychology, the positive emotions of foreign language learners and their influencing factors have attracted the attention of more and more scholars. Foreign Language Enjoyment (FLE) is a positive emotion experienced by foreign language learners in their learning process, and is generally considered to be an important indicator promoting foreign language learners' willingness to communicate in the classroom and predicting their academic performance. It is generally believed that FLE is not only controlled by internal factors such as learner's personality characteristics, learner's foreign language competence, etc., but also influenced by external factors including teacher factors, classroom atmosphere, and social culture. Among them, the teacher is the most important external factor that influences learners' FLE, so it is necessary to explore the teacher-related factors that influence learners' FLE. However, related literature studies show that, currently, foreign scholars have achieved fruitful research results, while domestic research has just started. Although domestic research has achieved gratifying results, most of the studies only focus on the FLE of college and high school students, and the exploration of teacher-related factors that influence the FLE of junior high school students in China is very rare.

In view of the limitations of the existing research, this study selected 462 students from a public junior high school in Inner Mongolia as the research object to study the teacher-related factors that influence the FLE of Chinese junior high school students in their English class. Focused essay was employed as the instrument for data collection, supplemented by interview. The specific research questions are as follows: 1. What are the teacher-related factors that influence the FLE of junior high school students? 2. What categories do these factors fall into? What is the percentage of each category? 3. What are the differences of various types of teacher-related factors on learners' FLE?

372 written pieces related to teacher factors gathered from focused essay were processed in NVivo 12.0 through open coding and axial coding. It was found that there are 25 teacher-related factors in junior high school students' FLE that can be categorized into five categories, which can be attributed to teacher character (31.7%), types of teaching activity (22.4%), teaching content (19.5%), teaching skills (15.8%),

and teacher support (10.6%). This result showed that the teacher had a multidimensional influence on students' FLE and at varying degrees. The findings of the present study has important implications concerning the construction of a positive English classroom environment for foreign language teachers. On the one hand, foreign language teachers should focus on enhancing their own character charm and show their positive personality characteristics. On the other hand, foreign language teachers need to continue to enhance their classroom activity organization and teaching skills, and strive to choose teaching content that are familiar, interesting and educational to the students. Additionally, foreign language teachers also need to provide students with a variety of supports as much as possible. They especially need to pay attention to the management of their own classroom emotions.

No doubt, there remain some limitations in the study. For example, the sample size was small, the cognition and comparison of teachers and students were not taken into consideration, and the cross-validation wasn't achieved using multiple methods. Therefore, future research should be improved in all these aspects.

Keywords: foreign language enjoyment; junior high school English classroom; teacher-related factors; junior high school students

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Chapter 1 Introduction

This chapter introduces the research background, research purpose, research significance and the layout of the thesis.

1.1 Research Background

Since the 1990s, with the increasing development of positive psychology, the positive emotions of foreign language learners and their influencing factors have attracted the attention of many scholars. It is generally held that a big majority of researchers have been studying people's psychological disadvantages and deficiencies, while those who have been enthusiastically advocating positive psychology tend to focus not only on individuals' positive experiences, particularly enjoyment and flow, on individuals' positive traits, especially emotional intelligence and grit, but also on positive institutions, such as classroom environment and school environment (Seligman & Csikszentmihalyi, 2000). The goal of the endeavor has been to help people develop positive psychological traits, so that their sense of happiness, sense of success or sense of satisfaction will be increased.

Although the effort in the studies of individuals' negative emotions has never faded away as time went by, yet as positive psychology has been rapidly developing in recent years, more and more scholars have attached great value to the potential effects of positive emotions on an individual's physical or mental development. According to Fredrickson's (2004) broaden-and-build theory, people's positive emotions have a lot of advantages in broadening momentary thought-action repertoires, building enduring resources, coping with lingering effects of arousal from negative emotion, fueling psychological resilience in addition to enhancing psychological and physical well-being. On the basis of Fredrickson's findings, MacIntyre and Gregersen (2012) argue that positive emotions can not only help learners notice things in classroom environment, they can also enhance learners' consciousness of language input, so that the target language can be well absorbed. Moreover, it is also indicated by MacIntyre and Mercer's study (2014) that both positive emotions and negative emotions should be considered as independent entities as the two emotions differ completely in function. Positive emotions are as significant as negative emotions and thus should be given due and serious consideration.

Recently, Foreign Language Enjoyment (FLE) or Foreign Language Classroom

Enjoyment (FLCE), being one of the common experience of learners' positive emotions, has received increasing attention in the field of education. The experience of enjoyment makes it possible for learners to absorb and process the target language input before their competence is developed in future application and the ultimate attainment of the language. Moreover, FLE plays a fundamental role in the prediction of learners' in-class willingness to communicate and even their academic achievement (Dewaele & Alfawzan, 2018; Dewaele & Dewaele, 2018; Khajavy *et al.*, 2018; Li *et al.*, 2019; Saito *et al.*, 2018). FLE is influenced by both internal factors and external factors. Internal factors include learners' age, learners' personality, learners' language proficiency, learners' attitudes toward the target language, learners' emotional intelligence; external factors involve teacher's emotion, teacher's frequency of the use of the target language, classroom environment, and socio-cultural context (Jiang & Dewaele, 2019). Of all these underlying factors, the teacher poses great impact on learners' FLE. Therefore, it is extremely vital to probe into teacher-related factors on learners' experience of the enjoyment feeling in the process of foreign language learning.

In the Chinese educational context, because of the fact that a huge amount of pressure has been laid on the thousands of junior high school students regarding their academic success, cultivating students' exam-oriented skills has been the primary consideration in the English class. As a consequence, most students have more or less experienced more foreign language anxiety than any sense of enjoyment.

Unquestionably, English teachers play one of the most critical roles in the course of English teaching. As a result, teacher-related variables, such as personality trait, classroom activity organization and so forth, are bound to exert profound and far-reaching influence on the learning emotions of students'. A comprehensive analysis of teacher-centered factors on learners' FLE is expected to help junior high school English teachers become conscious of the need to create a positive English classroom environment for the elevation of their students' levels of enjoyment.

1.2 Research Purpose

For quite a substantial period of time, the attention of the scholars in the field of second language acquisition (SLA) has been drawn to the study of learners' negative emotion, especially foreign language anxiety, as a result of which, the efforts put in the study on learners' positive emotions are far from enough. However, recent years' arrival of positive psychology overseas has encouraged more and more scholars and

practitioners in the field of SLA to probe into the emotions of second language learners, demonstrating more interest in the study of positive emotions than that of negative ones, FLE in particular (E.g. Dewaele & MacIntyre, 2014; Dewaele & MacIntyre, 2019). Nonetheless, the scholars and researchers in the field of SLA in China have not yet generally realized the importance to study learners' positive emotions.

Being an organizer of classroom activities, and a facilitator and guide in students' learning process, the teacher plays a crucial role in junior high school English class. All the English teachers desire to create an enjoyable environment for the students in the process of English learning. Thus, they always strive to try all the possible methods in order to live up to their students' expectations. Although a great number of scholars have conducted studies on teacher-related constructs and have identified the factors exerting positive impact on learners' FLE, yet the existing endeavors have been mostly exerted from their personal perspectives rather than learners' perspectives. Namely, they have not completely contemplated on learners' thoughts regarding the teacher-specific factors that are correlated with their FLE. Most likely, teachers and students could have different perceptions.

The present study, is designed to study the teacher-related factors underlying Chinese junior high school students' foreign language enjoyment using focused essay and interview.

1.3 Research Significance

The significance of the present study can be illustrated from both theoretical and practical aspects.

Theoretically, through analyzing teacher-related factors on junior high school students' FLE, this study is expected to compensate for the inadequacy of domestic studies on learners' positive emotions, and provide valuable implications for future study. In the meantime, the results of this study is also desired to enrich the literature in this field of study, particularly in terms of various socio-cultural backgrounds and learning environment.

Practically, the results of the present study is also desired to help English teachers to well recognize and understand teacher-related factors which inevitably underline their students' FLE, offering them valuable pedagogical implications regarding the creation of positive English learning ambience, the enhancement of students' enthusiasm and enjoyment about English learning.

1.4 Layout of the Thesis

This thesis is composed of five chapters.

Chapter 1 is Introduction, which explains the research background, research purpose, research significance and the layout of the thesis.

Chapter 2 is Literature Review and Theoretical Foundations. The related concepts including emotion and positive emotions, enjoyment and foreign language enjoyment are defined, followed by a comprehensive and systematic review of the former literature about foreign language enjoyment both at home and abroad. Finally, an illustration of the theoretical foundations of the present study is provided.

Chapter 3 is Research Methodology where the basic information about the design of the present study is presented, including research questions, research subjects, research instruments and the processes of data collection and analysis.

Chapter 4 is Presentation of Results and Discussion. After analyzing the data collected from the focused essays and the interview through NVivo 12.0 software, the teacher-related factors in junior high school students' FLE, and the categorization of these factors and the percentage of each category are sorted out, summarized and discussed.

Chapter 5 is Conclusion in which major findings of this study, pedagogical implications, limitations and suggestions for future study are all presented.

Chapter 2 Literature Review and Theoretical Bases

This chapter reviews previous studies on FLE both abroad and at home, followed by an illustration of the theoretical foundations of the present study. Specifically, related concepts are firstly defined before a review of domestic and foreign studies and evaluations. The theoretical foundations of the study are expounded before a summary of the chapter.

2.1 Definitions of Related Concepts

This section is endeavored to define and clarify the basic concepts related to the present study, including emotion, positive emotions, enjoyment and foreign language enjoyment.

2.1.1 Emotion and Positive Emotions

It is not an easy thing to define emotion, despite the fact that it is a very common concept. The reason is that a consensus concerning its definition across different fields of study, such as philosophy, psychology and anthropology, is very hard to reach. Moreover, MacIntyre and Gregersen (2012) hold that the process of defining the concept is usually trapped in a circular fashion in which emotions are depicted as feelings that are explained as states of emotion. Reeve (2005) has offered a definition consisting of four components, according to which “Emotions are short-lived, feeling-arousal-purposive-expressive phenomena that help us adapt to the opportunities and challenges we face during important life events.” This definition implies that emotion is certainly a multi-faceted construct encompassing not only physiological, affective, but also behavioral and cognitive dimensions.

There has been a wide acknowledgement with regard to the value of emotion in language learning (E.g. Méndez Lopez & Pea Aguilar, 2013). Nevertheless, as held by Dörnyei and Ryan (2015), the role that emotion plays still remains underestimated on account of the cognitive convention that has been so strong in SLA. As a matter of fact, emotions can pose a substantially significant impact on an individual's language learning and target language performance not merely through the employment of cognitive resources and the regulation of processes, but also through the arousal and maintenance of his/her interest in learning and the application of modes of information processing. Additionally, emotions can also function to promote an

individual's participation and self-regulation in learning (Schumann, 1994). Just as Reeve (2005) has put it, motion gets involved in almost everything human beings do. Therefore, emotion merits a great amount of research attention.

In general, there are positive emotions and negative emotions. The studies of negative emotions, anxiety in particular, have held sway in the field of SLA for quite a long time. To the gratitude of the movement of positive psychology and the humanistic approaches to learning, researchers have come up with a holistic view of emotions and their attention has gradually turned to the positive side of language learning instead of exclusively focusing on the negative emotional states. The marginalized function of positive emotions has been noticed by Fredrickson (1998) who has analyzed the underlying causes and concluded that positive emotions are few in number and insufficiently distinguished, while negative emotions draw more attention simply because they cause more problems. Apparently, the existing model of emotion cannot soundly account for positive emotions. To cope with these deficiencies, Fredrickson (1998) has created a theoretical model of broaden-and-build theory for the study of positive emotions, which will be elaborated in detail in 2.3.1.

2.1.2 Enjoyment and Foreign Language Enjoyment

In recent years, enjoyment has received the most attention of SLA researchers. A clear definition of enjoyment is proposed by Seligman and Csikszentmihalyi (2000) in differentiation from pleasure.

It is likely for people to feel pleasure on condition where they are satisfied with their basic physiological needs and needs for safety. However, with respect to enjoyment, people experience this positive feeling when they achieve something unfamiliar or completely unexpected. In the course of doing, they push their boundaries until they overcome difficulties. Boudreau *et al.* (2018:153) have also commented on their sharp differences: "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". Generally, pleasure can only meet personal needs, while enjoyment can translate into breaking through personal limits, making progress and enjoying happiness.

Foreign language enjoyment indicates a situation where individual learners experience and attain enjoyment while learning a foreign language. As a positive emotion in SLA, it has been experienced in all kinds of cultural backgrounds. It is usually influenced not merely by the individual's interactions with amiable peers, and

encouraging teachers, it is also influenced by the congenial and classroom atmosphere with intriguing and challenging tasks (Piniel & Albert, 2018). No doubt, as enjoyment allows learners to extend their views in addition to strengthening their cognitive abilities, developing learners' FLE can certainly facilitate their language learning (Dewaele & MacIntyre, 2014). Furthermore, sparking this pleasant feeling helps learners realize and fulfill their positive potential in the process of exploring both the new linguistic dimension and the new cultural dimension (MacIntyre & Gregersen, 2012; Kossakowska-Pisarek, 2016).

2.2 Theoretical Foundations

The theoretical foundations of the present study are made up of both Broaden-and-build Theory and Control-value Theory, which are to be elucidated in the following section.

2.2.1 Fredrickson's Broaden-and-build Theory

Broaden-and-build Theory was established by Fredrickson (1998) who has clarified the form and function of positive emotions that are greatly different from that of negative emotions. Fredrickson (2001) further argues that positive emotions, such as contentment, interest, joy, love and pride, all are capable of broadening people's moment-to-moment repertoires of thought-action and build their lasting resources for the future which range from intellectual and physical resources to psychological and social resources. With regard to the first function, Fredrickson did some conceptual analyses of a series of positive emotions to support the view that they can widen a big number of thoughts and actions that have come to the mind. Specifically, joy stimulates the desire to play, interest arouses the motive to explore, contentment ignites the urge to savor and integrate, pride kindles the wish to share accomplishment with others and envision more extraordinary achievements in the future. Finally, love starts a recurrent cycle of these urges within intimate and secure relationships (Fredrickson, 2004).

Moreover, the broadened mindsets built by positive emotions will in turn create people's lasting personal resources which can be applied in to subsequent occasions and different emotional states in order to increase the likelihood of success in coping with different situations for the ultimate survival purpose. An individual with the experience of these positive emotions can more easily achieve self-transformation and become more adaptable, creative, knowledgeable, and thus become more closely integrated with society and even embrace good health (Fredrickson, 2004). In addition

to what has been discussed, other hypotheses pertinent to the crucial role of positive emotions are derived from Fredrickson's theory that positive emotions can not merely undo the lingering consequences of negative emotions, they can also increase an individual's psychological resilience and strengthen his/her psychological and physical well-being.

It is easy to see, from the study of Fredrickson's theory, that the significance of involving positive emotions in the field of SLA has gone far beyond that of helping flush out the undesired impact of negative emotions. The advantages of positive emotions may include the expansion of learners' horizons, facilitation of learner engagements in unfamiliar learning environments with curiosity, exploration and creation which are extensively considered to be beneficial. These performances are likely to make learners better aware of the target language input and thus gain more information and experience of the language use (Mackey, 2006). According to MacIntyre and Gregersen (2012), the value of positive emotions lies in the fact that they can facilitate second language learning through improving learners' abilities to focus on things in the language classroom, which is very beneficial for language learning. They also have pointed out that positive emotions can help overcome undesired effects incurred by negative emotions, because in language learning those learners who are in bad moods are usually disposed to narrow their focuses to the end that the intake of the target language gets confined. This proposition is in certainly in consistency with Krashen's (1981) affective filter hypothesis.

Similarly, MacIntyre (2017) has also argued that positive emotions can even play a protective or preventative role when learners find it hard to avoid anxiety. Apart from this, a more significant and profound function of positive emotions is that it can enable learners to be more resilient when they are faced with difficulties. After all, being humorous, innovative and optimistic does not only help people relieve their levels of stress, it can also help them recover from the setbacks. Furthermore, an optimistic classroom atmosphere will offer learners with a sense of safety, especially when they are exposed to the target language. Additionally, this can also strengthen the bond with their peers (MacIntyre & Gregersen, 2012). Therefore, educators should take it as a professional mission to give priority to the arousal and development of their students' positive emotions.

2.2.2 Pekrun's Control-value Theory

Control-value Theory was proposed by Pekrun (2006) who has supplied a

comprehensive framework for the exploration of how emotions are developed and what impact they pose in the academic sphere of education. This theory has classified achievement emotions into three dimensions: valence of either positive or negative type, activation of both activating and deactivating types and the focus of object normally realized in either activity or outcome. Matched up to this three dimensions of achievement emotions, enjoyment falls into the category of activity. Learners are likely to feel the sense of enjoyment when they feel certain that the achievement activity is featured as positively valued and under sufficient control. On the contrary, if learners perceive an activity as negatively valued and insufficient of any incentive value or control, they will be likely to experience boredom, frustration, or even anger.

Control-value Theory postulates that individuals' control appraisal or value appraisal of achievement activities poses impact on their achievement emotions which in turn exert direct or indirect influence upon achievement activities and individuals' academic performances. According to this theory and with the intention to better foster learners' achievement emotions, Pekrun (2006) has also provided teachers with a number of pedagogical implications and feasible solutions concerning classroom task design, classroom atmosphere, value induction of classroom activities, teacher feedback and so on. Specifically, they can be summarized in five points. First, teachers should enhance the cognitive quality of teaching and design learning tasks in accordance with to learners' capabilities. Second, teachers should facilitate learners' positive academic values through adapting learning materials, tasks, and classroom interactions to the personal needs of learners'. Third, teachers should strive to create a self-directed as well as cooperative learning atmosphere. Fourth, teachers should make it happen for the standards of evaluation to be decided by learners' competence and their cooperative performances, The achievement expectations for students are not beyond their current capabilities, so that the achievement expectations for learners are limited within their current capabilities. Finally, teachers should exert to hold the belief that failure can create good opportunities or be overcome rather than offering learners with negative feedback in learning. In addition, it is of great necessity to encourage learners to achieve some amount of autonomy over the regulation of their emotions in a favorable fashion.

2.3 Previous Research on Foreign Language Enjoyment

This section reviews the former studies on FLE both abroad and in China,

followed by some tentative evaluations of these studies.

2.3.1 Previous Studies on Foreign Language Enjoyment Abroad

In terms of foreign language enjoyment, scholars overseas have undertaken both qualitative and quantitative studies, which can be roughly classified as follows:

(1) measurement of FLE

In order to measure learners' FLE, Dewaele and MacIntyre (2014) have created the FLES, which includes 21 items with ratings of Likert-scale concerning learners' enjoyment of teacher support, learners' enjoyment of learning experience and learners' enjoyment of student support.

In their later study, Dewaele and MacIntyre (2016) underlined the dataset of the study in 2014 with an analysis of principal components, and identified two dimensions of FLE, namely, social FLE and private FLE. Specifically, social FLE stems from a good rapport with both peers and teachers, in addition to a supportive environment. Private FLE indicates a sense of pride and gratitude that learners feel from the bottom of heart when they have overcome some obstacles and difficulties.

In a more recent follow-up study, Dewaele and Dewaele (2017) modified the FLE scale and arrived at three sub-dimensions of FLE, that is, FLE-Social, FLE-Private, and Peer-controlled versus teacher-controlled positive atmosphere.

(2) effects of FLE on learning achievement

The study of Dewaele and Alfawzan's (2018) has focused on the influence of FLE and FLCA on learners' language performances in two different cultural backgrounds: One is concerned with foreign language students from two British secondary schools, the other one is concerned with Saudi undergraduate English learners. The correlation analyses indicate that the positive effect of FLE on learners' linguistic performance is much greater than the negative effect of FLCA, which seems to imply that FLE is more significant than FLCA in their influence on learners' foreign language performance.

Moreover, Satio *et al.* (2018) have concluded that more frequent use of target language with FLE can pose a direct influence on the acquisition of a second language, which contributes to improving learners' comprehension of the target language, from a combined approach of cross-sectional and longitudinal analyses of how Japanese high school English learners with different motivations and emotional states manage to improve their English oral proficiency.

Regarding the effect of FLE on arousing willingness to communicate has also

been widely researched by many scholars (E.g. Khajav *et al.*, 2018; Dewaele, 2019) who have attained a more or less similar finding that FLE can not only enhance learners' willingness to communicate in foreign language class, it can also predict learners' willingness to communicate in foreign language class.

(3) factors underlying FLE

It has been proved by many scholars that learners' FLE is pertinent to learner-internal factors, and in the meantime it is also under the influence of teacher-related factors.

From the data collected from about two thousands of language learners of different ages from different corners of the world, Dewaele and MacIntyre (2014) have found that the degree of FLE and FLCA the learners experienced are related to a diversity of factors. Specifically, it is shown that the elder who had a relatively higher standing and educational level felt a stronger sense of enjoyment than that of anxiety in learning. Additionally, the statistics from the participants' focused essays has revealed the influence of learner-external variables on their emotions. Furthermore, the participants mentioned that, in their moments of enjoyment in learning the target languages, the teachers demonstrated optimistic, respectful, humorous and encouraging character traits, which allowed them to experience stronger FLE. This implies that teachers' emotional and professional skills play a facilitative role in learners' FLE. Besides, the participants also mentioned that they experienced much higher levels of enjoyment when they were involved in activities with greater autonomy and creativity and related to their personal interests, and a supportive peer group was also necessary for arousing positive emotions.

The study carried out by Dewaele *et al.* (2017) examines the extent to which FLE and FLCA are related to learner-internal factors, and teacher or classroom-specific factors. A group of British secondary school students learning different second languages participated in the study, which has concluded that positive attitudes toward the target language and the teachers, high frequency of teachers' use of the target language in teaching, big amount of time spent on oral practices, and a good relationship with peers, etc., would all contribute to a strong sense of FLE.

Another study by Dewaele *et al.* (2019a) takes Kazakh learners of Turkish as its participants, including high school students and undergraduates. A striking finding was attained from multiple regression analyses that learners' attitudes towards Turkish and teacher-related factors can function as much stronger predictors of FLE and FLCA than learner-internal factors. This result has conformed to the results outside

Kazakhstan.

Dewaele and MacIntyre's (2019) study adopting mixed-methods has also revealed the effect of learner-internal factors and teacher-related factors on FLE and FLCA. Based on the response of the language learners from all over the world to an online questionnaire, It has been demonstrated through multiple regression analyses that FLE can be predicted by the factors associated with teachers, such as learners' attitudes toward the teacher, the teacher's sense of humor and friendliness.

Furthermore, there are also scholars who are inclined to examine exclusively the learner-internal variables or teacher personality traits regarding the underlying factors of learners' emotions.

The study by Dewaele *et al.* (2016) shows some gender differences in FLE and FLCA among the language learners around the globe. Specifically, the female learners experienced both stronger enjoyment and stronger (mild) anxiety than the male learners. In addition, female learners also enjoyed more fun and generally felt more proud of their own performances than their male peers. However, the female learners were more concerned about their making mistakes and thus acted less confidently in using the target language.

In another study by Dewaele *et al.* (2019b), over two hundreds of English learners of sharply different ages in Spain were recruited to fill out some questionnaires. The participants having a native English speaker as their teacher reported more FLE and less FLCA. Whether the teacher is friendly or not was still shown to be a strong indicator of FLE, and there will be an obvious decrease in the level of FLE if the teacher had a strong foreign accent. Apart from this, young teachers with less use of the target language in class would arouse more anxiety than enjoyment of the learners.

Using the NEO Five-Factor Inventory and Foreign Language Enjoyment Scale (FLES), Ahmadi-Azad *et. al* (2020) studied the impact of Big Five personality traits of foreign language teachers on the development of learners' FLE. The conclusion was drawn that teachers' extroversion and agreeableness were variables conducive to the forming of learners' FLE. Yet their neuroticism and conscientiousness could not predict the same. Therefore, EFL teachers' personality traits may have a deep impact on their learners' FLE.

(4) relationship between FLE and FLA

A good number of studies, especially those that have been conducted by Dewaele and his associates, have researched the relationship between enjoyment and anxiety

over foreign language learning in varied cultural environments among learners of different age groups.

The first study was carried out by Dewaele and MacIntyre (2014) to explore the relationship between FLE and FLCA. The findings showed that, in foreign language learning the two emotions were not the two sides of the coin but were independent entities likely to be connected negatively with each other in spite of little overlap. This means to say that, for learners, high levels of FLE or low levels of FLCA may not be the only possibility, and vice versa. In addition, it is possible for learners to experience both high levels of FLE and low levels of FLCA, or low levels of both feelings.

Subsequent studies have constantly enhanced and reinforced their arguments in spite of the change in terms of participant, research method, cultural context, and other factors.

(5) dynamic perspective on FLE

The above-reviewed studies can be viewed as applying a static method to access participants' FLE. This means that learners' FLE has been evaluated and analyzed at one point in time. Nonetheless, Boudreau *et al.* (2018), Shirvan *et al.* (2020), and other scholars in this field have studied learners' FLE from a dynamic perspective in that they all attach primary importance to the variance and fluctuation of learners' FLE over time.

A pseudo-longitudinal design was adopted by Dewaele and Dewaele (2017) to delve into the dynamic features of FLE and FLCA of almost two hundreds of foreign language learners from two British schools. The comparison of the mean values of the positive and negative emotions among the three groups of teenagers enabled them to draw the conclusion that, as learners got older, there was less fluctuation in FLCA and only a subtle increase in FLE. The multiple regression analyses showed that fewer learner-internal and teacher-related factors functioned to predict the degrees of FLE and FLCA among learners of different age groups. Thus the findings implied that the underlying causes of positive and negative emotions would probably vary with time.

In addition, the dynamic relationship between FLE and FLCA in second language communication has been also researched by Boudreau *et al.* (2018) with an idiodynamic approach. Ten Canadian college students of French as a second language participated in the study who completed two oral tasks, a photo narrative and an interview, followed by an assessment of their levels of enjoyment and anxiety in watching the video recording of their task-performances. The results of the study

showed a dynamic relationship between FLE and FLCA. Specifically, the two emotions sometimes demonstrated an emergence of a converging or diverging pattern over specific events, yet the two emotions sometimes both moved independently to indicate some unpredictable trajectories.

Shirvan and Talebzadeh (2018) similarly employed an idiodynamic method to investigate the dynamicity of enjoyment experienced by their participants in a conversation over both easy and hard topics. The findings showed that under the influence of the topics of varied difficulty levels, changes in the level of enjoyment in the conversation existed not only inter-personally, they also changed intra-personally. Therefore, the conclusion of FLE as a dynamic system was finally drawn.

In more recent years, Shirvan *et al.* (2020) have carried out a study in an intermediate class of English as a foreign language at language school in Iran. The dynamics of two EFL learners' moments of feeling enjoyment across four timescales were recorded. Using four instruments, namely the idiodynamic approach, journals, open-ended interviews and enjoyment thermometer, it was found that enjoyment in foreign language varied in a temporal-hierarchical fashion, and moment-to-moment changes could take place over months.

To come to a summary, foreign scholars have so far carried out a big number of studies on FLE in order to examine and analyze the underlying influence of FLE on learners' foreign language learning achievement, the learner-internal and teacher-related factors underlying FLE, the measurement of FLE, and the relationship between FLE and FLCA from either a static or a dynamic perspective. All these studies, together with their valuable findings and conclusions will certainly shed light on the subsequent endeavors in FLE in the field of SLA.

2.3.2 Previous Studies on Foreign Language Enjoyment at Home

Comparatively, the domestic studies on enjoyment in SLA still remains in its infancy, with only a handful of empirical studies conducted by scholars and practitioners.

Jin and Zhang (2018), taking Chinese senior high school students as their research participants, have explored the dimensions of FLE and the impact of each dimension on the participants' English grades. The participants were asked to fill out an English Classroom Enjoyment Scale and the information of their mid-term English examination grades were also used as a reference. The study showed that FLE was composed of teacher-support enjoyment, student-support enjoyment and the

enjoyment of the actual learning process. It is no doubt that the last dimension directly informed the learners' scores, while the enjoyment of teacher support and student support both pose indirect influences on the language learning achievement.

In the same year, Li *et al.*(2018) adapted to Dewaele and MacIntyre's (2014) FLES and, developed another version that is particularly appropriate for the Chinese socio-cultural and educational contexts. Specifically, it was a new version of an eleven-item and three-factor model encompassing three dimensions of FLE-Private, FLE-Teacher and FLE-Atmosphere. They applied the modified scale combined with an open question to explore the FLE of over two thousand Chinese high school students. The data indicated that the participants attributed most of their enjoyment to the teachers, followed by the attribution to themselves and the learning environment. Additionally, the data also indicated that the participants' levels of FLE was primarily underlined by external factors, particularly the teachers, although learner-internal factors could be in effect as well.

Jiang and Dewaele (2019) have investigated the degree to which FLE and FLCA of over five hundred Chinese undergraduate English learners differed from the learners in foreign countries. The results implied that a bigger percentage of the patterns between the two emotions and a series of learner-internal and teacher-related variables were identical to those revealed in former studies. Compared with the international sample in Dewaele and MacIntyre's (2014) study, the levels of FLE of these undergraduate English learners were equal or slightly higher, while the levels of their FLCA were much higher. Moreover, one of the previous findings that FLE was more strongly predicted to be determined by teacher-related factors have also been confirmed by this study.

Li *et al.*(2019) have adopted a mixed-method approach to explore how FLCA and FLE can be linked to each other taking over a thousand Chinese students as their participants. In addition, the impact of the two emotions on learners' self-perceived English proficiency and their actual English achievement, and the impact of their English achievement on their anxiety and enjoyment are studied as well. The results of the research confirmed the early findings regarding the negative correlation between FLCA and FLE. Moreover, the analyses also implied that enjoyment was positively correlated with learners' self-perceived English proficiency, while anxiety was negatively correlated. Similar findings were attained in high and middle achievement groups concerning the relationship between the two emotions and the learners' actual English achievement. A general conclusion could be reached that the

higher learners' language achievement was, the higher their level of FLE was, and in the meantime, the lower their level of FLCA was.

Employing a qualitative methodology, Jiang (2020) studied the teacher-related factors underlying Chinese college students' FLE, which drew the conclusion that five categories of teacher-related factors, specifically, the organization of classroom activities, teacher personality traits, teaching skills, teaching content and teacher support all contribute to the development of Chinese college students' FLE .

Li (2020) also conducted a research to probe into Chinese high school students' emotional intelligence, emotions in English study including enjoyment, anxiety and burnout, and their relations to students' self-perceived achievement and their actual English achievement. The analysis of the data implied that enjoyment was relatively positive in correlation with students' emotional intelligence and English achievement. Besides, enjoyment also played a mediating role in the relationship, in spite of the fact that the role of enjoyment was much weaker than anxiety and burnout.

Following Jiang Yan' s (2020) example, Chen (2021) did a research on the teacher-related factors underlying senior high school students' FLE, taking a senior high school in a county in Inner Mongolia as an example. Her research found that seven teacher-related factors contributing to the development of senior high school students' FLE, which are more than what Jiang (2020) has found. Specifically, they are teacher personality traits, teacher qualities, teacher support, teaching content, teacher classroom activities organization, teaching strategies and teacher classroom emotions. Similarly, Shi (2021) systematically studied the teacher-specific factors influencing Chinese senior high school students' FLE in Liaoning province, and found twenty-three teacher-related factors involved in senior high school students' FLE, which were classified into teaching skills, teacher's character, teaching content, teaching activities and teacher support. Besides, the significance of each category differed substantially.

Zhao and Zhang (2021) studied Chinese college English majors' anxiety and enjoyment in English learning, with an attempt to find the factors underlying the enjoyment and anxiety of college English majors in English class. The study arrived at more significant findings. On the one hand, the level of college English majors' anxiety was low, while their level of enjoyment was moderate, and there was a significant negative correlation between foreign language enjoyment and anxiety. On the other hand, college English majors of different grades have both levels of enjoyment and anxiety. Additionally, no statistically significant difference was found

in the learners' enjoyment and anxiety among college English majors of different grades. Furthermore, college English majors' anxiety came from their classroom experiences, academic concerns and communications, while their enjoyment came from classroom activities, teacher teaching strategies, peer support and encouragement, and their personal progress in English learning.

To summarize, domestic studies on FLE can be primarily categorized into four types: studies on the components and measurement of FLE, studies on both the internal and external factors underlying learners' FLE, studies on the impact of FLE on learners' academic performance, studies on the relationship between FLE and other learner variables such as FLCA and emotional intelligence.

2.3.3 Evaluations of Previous Studies

Overall, a wide range of studies have been conducted by scholars both inside and outside China on FLE, particularly on its underlying factors both internally and externally. This has provided valuable and indispensable enlightenments for subsequent studies. However, inevitably there remain some limitations as well.

To begin with, the participants were mostly foreign learners. Although Chinese and foreign learners are significantly different in terms of socio-cultural and educational background, mode of learning, academic pressure, etc., yet different socio-cultural and educational environments are likely to lead to varied results. Therefore, as Chinese English learners have not been sufficiently researched, more endeavor are expected to be targeted at Chinese learners of different academic levels.

Secondly, there has not been enough studies dedicated to the analysis of the impact of teacher-related factors on learners' FLE. More importantly, most of the teacher-related factors that the previous studies have addressed are simply teachers' inherent traits, such as age, character, gender and educational background, while in the meantime, the contextual factors that are inevitably involved in the process of teaching, including teaching skills, teaching content, organization of classroom activities, have been totally neglected as well. Thus, teacher factors on more dimensions deserve serious consideration.

Moreover, most of the previous studies have employed the quantitative methodology, to the end that the analyses of teacher-related factors are generally from the scholar's individual perspective in opposition to the learner's perspective. Therefore, more subsequent studies are needed to be conducted with qualitative methodology and from learner's perspective .

2.4 Summary

It has been generally held that emotions play a considerably significant role in the course of language learning. For the longest time, the negative emotion of anxiety has been the focus of SLA research. However, under the ongoing impact of the current movement of positive psychology and humanistic approaches to human learning, enjoyment, especially FLE, has attracted increasing amount of attention of the researchers. Both Broaden-and-build Theory and Control-value Theory have emphasized the importance of emotions and positive emotions in the process of human learning, which has aroused the motivation of language teaching practitioners for further studies both in theory and practice.

Speaking of the existing literature on FLE, the studies abroad are far more mature and profound when compared with the studies in China. Dewaele is one of the most leading scholars in this area. The whole current literature, both foreign and domestic, can be generally synthesized into four categories: the measurement and components of FLE, the influence of FLE on learners' academic performance in language learning, both the internal and external factors underlying FLE, the relationship between FLE and other factors, particularly FLCA. No doubt that these existing studies have had far-reaching implications for future studies in the same field, yet there also remain some inevitable limitations regarding selection of participant, research perspective and research content. Thus, more studies need to be undertaken which will be targeted at teacher-related variables in Chinese junior high school students' English enjoyment, especially from the perspective of learners.

Chapter 3 Research Methodology

This chapter is concerned about the qualitative methodology of the present study, which will be expounded including the research questions, research subjects, research instruments in addition to the collection and analysis of data.

3.1 Research Questions

In order to examine the teacher-related factors that influence junior high school students' FLE and make it happen for learners to have enjoyment as well as enhancing their outcomes of English learning, three research questions are to be answered in the present study.

1. What are the teacher-related factors that influence the FLE of junior high school students?
2. What categories do these factors fall into? What is the percentage of each category?
3. What are the differences of various types of teacher-related factors on learners' FLE?

3.2 Research Participants

A total of 462 students (217 males, 245 females) from a public junior high school in Inner Mongolia, China, participated in the present research. Table 3-1 shows the students' background information.

Table 3-1 Subjects' Information

Grade	No. of Class	Male	Female	Total
1	2	48	63	111
2	4	107	125	232
3	2	62	57	129
-	8	217	245	462

Rational explanations regarding the selection of the number of classes in each grade are certainly needed. Since the students in Grade One have just entered the school and have been at school for no more than half a year, they have not yet had any substantial experiences of English learning at junior high school so that there are not episodes enough to be reported. The juniors are so busy preparing for the senior high

school entrance examinations that their time and energy are not available for this large-scale research. Nevertheless, comparatively sophomores who have accumulated a big wealth of learning experiences are faced with less academic stress. Therefore, more classes were selected from Grade Two than from the other two grades.

The average age of the sampled students was 14.2 years old ($SD=0.83$). They attended one or two English classes each day of 40 minutes. The English proficiency of the students in each class vary quite considerably.

All the students were willing to participate in this research and they understood what they would be expected to do.

3.3 Research Instruments

The present study employed a focused essay questionnaire as the instrument to collect data, with the employment of interview as its supplement.

3.3.1 Focused Essay

The technique focus-essay was implemented to obtain the information of teacher-related factors and their corresponding categories, the proportion of each category, and the participants' beliefs about the influence of these factors on learners' FLE. Being a qualitative method, this instrument requires participants to produce detailed descriptions of a certain episode or event which has enabled them to focus exclusively on their own responses to such an exciting and unforgettable experience. This method, in turn, will allow the researcher to deeply delve into the intrinsic features that have triggered some special feelings and emotions. The method of focused essay has been adopted by a number of studies (E.g. MacIntyre & Gardner, 1991; Lin & Wang, 2018; Jiang, 2020), and has been becoming more and more widely employed in the field of SLA.

In the present study, the focused essay started with a section included in the participants' personal information, especially age and gender. The second section consisted of an open-ended question where the participants were required to recall and describe in detail their feelings about the most exciting and enjoyable episode or event in junior high school English class. With the goal of obtaining quality data, all the participants were asked to answer the questions in Chinese so that they could more precisely elaborate on their personal emotional experiences of enjoyment in English class than otherwise.

3.3.2 Interview

The other instrument adopted in this study was interview which was implemented in order to verify the validity of the students' focused essays, especially in the recognition of teacher-related factors in learners' FLE. Twenty-four students (three students from each class) were invited to attend face-to-face and one-on-one interviews, each of which lasted about 15 minutes to 20 minutes. The interview was held in accordance with the prepared guidelines. The first two questions were concerned about the performances and feelings of the participants in the English class and the causes behind them. The other two questions were intended to learn about the teacher-centered variables underlying the students' FLE in addition to the significance of these factors. The interview was also conducted in Chinese so as to acquire as much information as possible.

3.4 Collection and Analysis of Data

The data in the present study which was collected from the participants through the focused essays and interviews were coded and analyzed through the NVivo 12.0 software.

3.4.1 Collection of Data

All the participants were notified before the data collection that all the information to be collected would be used for an academic purpose only, and their personal information would not be leaked out. So all the participants were encouraged to provide honest answers with their real personal thoughts.

The focused essay writing was conducted at the end of the sixteenth week in the spring semester of the 2020-2021 academic year. All the participants completed this section in about 20 to 30 minutes in class. A total of 462 questionnaires were distributed and retrieved. Then the first thing was to exclude the incomplete and irrelevant ones. Altogether 427 essays were decided to be valid with the effectiveness rate of 92.4%. All the written pieces were typed into Word, totaling 78,653 Chinese characters.

Subsequently, the one-on-one interviews were held. 16 students with different levels of English proficiency were randomly selected for the interview. All the interviewees aired their personal views on the basis of their genuine personal experiences and feelings.

The whole process was recorded after the all the respondents received the informed consent. The recordings were then transcribed into text formats for

follow-up analyses.

3.4.2 Analysis of Data

The process of data analysis implemented the software NVivo 12.0, which is a data analysis computer software created for qualitative studies to classify, analyze and gather insights from a large volume of non-numerical or unstructured data from answers to open-ended questions, interviews, diaries, social media, etc.

The data analysis of the present study involves the coding of the qualitative data from focused essays. In accordance with the coding method established by Dewaele and MacIntyre, the coding procedures of this study follow three steps. First, a new blank project in NVivo was created to import the Word documents. The written pieces by the participants were read carefully and repeatedly before sources arousing enjoyment in the English class were categorized into three types: FLE-Teacher (372 pieces), FLE-Private (45 pieces) and FLE-Peers (10 pieces). It was found that some written pieces contained some sources of enjoyment. For instance, some participants mentioned that with the teacher's help and that of the peers, they had a highly enjoyable experience in their English class. Therefore, these pieces have been coded repeatedly before the result was reached that the number of the coded pieces (456) was bigger than the number of the original ones (427).

The step to follow was the open coding, followed by its subsequent step of axial coding, which will be carried out according to Grounded Theory, a systematic approach generally employed by the scholars doing qualitative research. Grounded Theory is widely applied to inductive reasoning in contrast with the hypothetical-deductive model traditionally used in scientific research (Strauss & Corbin, 1994). The methodology includes the construction of hypotheses and theories through data collection and analysis. Therefore, according to the theory, the researcher read the 372 pieces about FLE-Teacher repeatedly, and segmented the data into small discrete chunks, followed by the identification of the valuable points related to the present study. These identified points were then attached to different labels on the basis of the content and the property of the data. Any two pieces that could be categorized into the same topic were labeled with the same codes. This phase of analysis being completed, connections between a set of open codes were established and integrated into a broader and more comprehensive category, which was the axial coding. Finally, the teacher-related factors underlying junior high school students' English enjoyment and their categorizations were preliminarily identified.

The reliability of coding was ensured after going back and forth for confirmation. In the meantime, another experienced coder rich in English teaching practice undertook the coding phase independently. The same data were coded by different coders, then the results were compared to ensure the credibility of the analysis. It turned out to be that the percentage of agreement between the two coders was 92%. Wherever there is an disagreement, both the coders would then reexamine the data, discussed with each other the divergent codes until an agreement was reached on all the layers of the codes. Furthermore, the interview data were also used to confirm the validity of the information obtained from the focused essays.

To sum up, the present study is a qualitative one designed to answer three questions regarding the teacher-related factors underlying junior high school students' enjoyment in their English class, as well as the categories of these factors and the percentage of each category. 462 students were selected to participate in this study. Focused essay and interview were implemented as instruments to collect data. The written pieces collected from the focused essays were analyzed in NVivo 12.0 through a series of steps including open coding and axial coding apart from classification. The recordings of the interviews were transcribed, to be used as supplements to the data collected from the focused essays.

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