



Fostering a Positive Language Learning Experience: Identifying the Roots of Foreign Language Enjoyment and Anxiety

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Abstract

Learning a foreign language is a multifaceted process shaped by numerous factors. Identifying language learners' emotional experiences is necessary to develop effective learning strategies, foster positive emotions, and minimize negative ones. This study explores the role of emotions in foreign language learning. It aims to examine how positive emotions (enjoyment) and negative emotions (anxiety) influence overall language performance. It also aims to identify the sources of enjoyment and anxiety to improve the learning environment. A mixed-methods design is employed to achieve a thorough understanding of the nature of emotions. All the participants are fifth graders studying at a state school in Türkiye. The findings indicate that a strong relationship exists between students' achievement and their level of enjoyment. Further analysis confirms that factors related to the self, the teacher, and the classroom environment can significantly shape students' emotions during the learning process. The study offers important insights into how educators can foster a positive classroom atmosphere and facilitate language learning.

Keywords: emotions; enjoyment; anxiety; language performance; language learning

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1. Introduction

Research has consistently pointed to the significance of emotions in language learning (Altay & Aksoy-Çınar, 2025; Dewaele & MacIntyre, 2014; Özer, 2020; Özer & Altay, 2021). The results of these studies provide valuable insights into fostering emotions to build a more positive and engaging context for language learning. Most prior research has concentrated on negative emotions (e.g., Matsuda & Gobel, 2004; Liu, 2006; Tekir, 2021). Recently, attention in language education has increasingly shifted toward positive emotions. Recent developments have encouraged more studies that recognize the impact

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of positive emotions on language learning (Özer & Altay, 2021; Dewaele et al., 2019). It is now widely recognized that positive emotions such as enjoyment, hope, and flow are crucial to language learning. Evidence further indicates that positive emotions can foster learners' motivation (Pekrun, 2009). Teachers can foster an engaging learning environment by understanding students' emotions.

Language learning is an exciting journey where learners may experience a range of emotions that shape their overall success. The prominence of emotions in language learning is becoming increasingly evident. Moving from negative to positive emotions has led to a sharp rise in research on enjoyment in language learning (Dewaele et al., 2023; Zhao & Wang, 2023). Researchers have explored the effects and factors influencing foreign language enjoyment (FLE). The current body of research emphasizes the joint consideration of positive and negative emotions (Dewaele & MacIntyre, 2014) to gain a full understanding of emotions in language learning. Consequently, previous research has explored the connection between foreign language anxiety (FLA) and FLE (e.g., Özer & Altay, 2021; Dewaele & Li, 2022). This study is designed to explore what predicts FLE and FLA among Turkish young learners. This study is important for examining FLE levels among young English learners and providing new insights into the relationships between FLE, FLA, and language performance. The findings deepen our insight into how FLE and FLA impact the language learning process.

1.1. Literature Review

Increasing research emphasizes the importance of emotions and their role in language proficiency. Recent studies have paid particular attention to FLE and FLA, two opposing emotional dimensions (Dewaele & MacIntyre, 2014). In earlier research on FLA, anxiety was found to be a key factor affecting the quality of language learning (Dewaele, et al., 2016; Horwitz et al., 1986; Zhang, 2019). Evidence suggests that FLA is a barrier that hinders overall language learning progress (MacIntyre, 2017). It may be hypothesized that FLA may lead learners to avoid participating in classroom activities or limit their language use. Therefore, multiple researchers examined factors related to FLA (Dewaele & Dewaele, 2020; Zhang & Zhong, 2012). In her thorough study, Young (1991) noted that anxiety can stem from various sources, including “personal and interpersonal anxieties; learner beliefs about language learning; instructor beliefs about language teaching; instructor-learner interactions; classroom procedures; and language testing” (p. 427). Personal factors such as low self-esteem and competitiveness have been shown to significantly contribute to anxiety (Young, 1991). Gregersen and Horwitz (2002) also confirmed a strong link between perfectionism and anxiety, indicating that perfectionist learners might be especially susceptible to FLA.

Moreover, Zhang and Zhong (2012) listed the primary contributors to anxiety as “instructors, peers, or classroom practices” (p.29). Similarly, earlier research by Young

(1990) highlighted that teacher-related variables can affect learners' anxiety level (Young, 1990). There is broad agreement in the literature that classroom practices and environments are essential in FLA (Young, 1990; Zhang & Zhong, 2012). Moreover, peers are frequently cited as a major cause of anxiety (Gregersen, 2003; Yan & Horwitz, 2008). Fear of negative evaluation (Özer-Altinkaya & Yetkin, 2025), peer pressure (Köksoy & Deniz, 2025), and low self-confidence (Liu, 2018) are also potential sources of FLA. These results emphasize the need to identify and reduce anxiety to create an effective learning environment.

Although the negative impact of FLA is well-documented, it is also important to consider the positive emotions that can enhance language learning. In this regard, an increasing amount of literature has emerged on FLE (Gao, 2026; Zou et al., 2025). Several researchers have investigated the connection between FLE and achievement. (Dewaele & Li, 2022; Dewaele & MacIntyre, 2014; Dewaele & Proietti Ergün, 2020; Jin & Zhang, 2021; Li, 2019; Li et al., 2019). Their findings indicate that FLE is a critical factor that influences overall language achievement. Dewaele and Li (2022) found that FLE is vital for improving both real and perceived English proficiency. Furthermore, the mediating role of FLE (Wei et al., 2019) in language performance has been identified, supporting the concept that a high level of FLE can boost motivation and engagement, thereby supporting achievement. This evidence strengthens the idea that fostering FLE contributes to higher levels of language proficiency.

Much of the current research emphasizes the factors linked to language enjoyment (Dewaele et al., 2018; Yetkin & Aslan, 2026). Data from those studies have revealed several factors, including classroom activities, teachers, and classroom environment, that influence enjoyment. A detailed examination of FLE sources has shown that teacher behaviors are predictive factors for FLE (Dewaele et al., 2023). Yeşilçınar and Erdemir (2023) reported that language proficiency is a contributory factor for their enjoyment. More importantly, their study has revealed that learner external variables such as institution, teachers, and peers may play a vital role in increasing learners' FLE levels. Ahmadi-Azad et al. (2020) previously highlighted a similar point by demonstrating how teachers' Big Five personality traits influence FLE. Dewaele and Dewaele (2020) also observed that teachers are generally regarded as a significant factor closely related to FLE.

Extensive research has also shown the dynamic nature of emotions (Elahi Shirvan & Talebzadeh, 2020, 2021). These studies confirmed that FLE and FLA change over time. It is found that factors such as teachers, peers, and classroom environments may influence emotional changes. In other words, FLE and FLA are context-dependent (Elahi Shirvan & Talebzadeh, 2018), and their determinants also evolve over time.

Research has extensively explored the connection between FLE and FLA (Özer & Altay, 2021; Yeşilçınar & Erdemir, 2022). This evidence confirms that FLE and FLA are

distinct, but analyzing them together provides a more comprehensive view of learners' experiences. In contrast to FLA, FLE has emerged as a key factor in promoting language success by fostering a positive, motivating learning environment. Therefore, a full understanding of emotions in language learning requires a detailed examination of both FLA and FLE.

Overall, these studies highlight the need to examine the emerging role of enjoyment in language learning. A combined focus on these emotions is necessary to understand how they shape language learning experiences and outcomes. With this purpose, the study focused on the sources of FLE and FLA among Turkish young learners of English. Although some preliminary studies have explored these emotions in Turkish higher education settings (e.g. Kaplan, 2022; Özer- Altınkaya & Yetkin, 2025; Yeşilçınar & Erdemir, 2023), in the Turkish context, there has been insufficient focus on the FLE levels of young learners. The existing literature indicates that anxiety and enjoyment play crucial roles in language learning success; however, it is unclear whether these findings can be directly generalized to young Turkish language learners. It seeks to expand the existing literature by investigating factors influencing FLE and FLA in young Turkish learners.

1. How does language proficiency influence the experience of FLE and FLA among students?
2. What factors contribute to the emergence of FLE and FLA in students?

The research questions are designed to enhance understanding of emotional factors in young learners' language learning. By exploring both enjoyment and anxiety in connection with language proficiency and classroom factors, the study seeks to reveal how these emotions influence learning experiences. Ultimately, the findings are expected to offer teachers valuable insights for creating more engaging and emotionally supportive language classrooms.

2. Methods

2.1. Setting and Participants

The study participants were 233 fifth-grade students. They were enrolled in an English intensive education program at a secondary state school in Türkiye. The school had a diverse student body, encompassing students from different cultural and socioeconomic backgrounds. Fifth graders participated in the study because, until now, there has been too little focus on the emotions of young learners. Therefore, it is essential to identify students' emotions throughout the language learning process. Participants were selected based on their voluntary consent. Given that they were young learners, parental consent was also obtained to ensure the ethical conduct of the study.

The quantitative phase of the study included 233 fifth-grade students selected through convenience sampling. This method was chosen for its practicality and efficiency in collecting data from a relatively large number of students. The qualitative phase used purposive sampling to choose participants for interviews and reflective journals. A total of 12 students were specifically identified based on their levels of anxiety and enjoyment, ensuring a diverse range of emotional experiences in the study. This approach enhanced our understanding of the factors that affect both emotions during language learning.

2.2. Instruments

In the present study, data collection involved the use of various instruments, including a personal information form (gender and GPA), the Foreign Language Enjoyment Scale (FLES), the Children's Foreign Language Anxiety Scale (CFLAS), semi-structured interviews, and reflective journals.

The FLES (Dewaele & MacIntyre, 2014) was employed to measure FLE levels. The scale comprises 21 items. Since there is currently no existing Turkish version of the scale, the primary objective was to translate it into Turkish. The translation-back-translation procedure was followed to ensure that the intended meanings were preserved. In this study, the scale's Cronbach's Alpha reliability was .84.

Participants' anxiety levels in their English class were assessed using the CFLAS (Aydın et al., 2017). It contains 20 items. This study reports a Cronbach's Alpha value of .74.

Data in the qualitative phase came from semi-structured interviews and a reflective journal. Researchers formulated interview questions after a comprehensive review of the relevant literature. These questions aimed to examine the factors linked to these emotions.

Reflective journals were used to explore the factors influencing students' feelings of enjoyment and anxiety in their English classes. Students were asked to keep weekly reflective journals in which they described moments of both enjoyment and anxiety during their classes.

By employing data triangulation, the study aims to gain valuable insights into the students' emotional experiences. The study also seeks to enhance the credibility and validity of the findings. Additionally, it offers a deeper examination of how these emotions relate to each other and influence language learning.

2.3. Data collection procedure

The research was conducted during the spring semester of 2019-2020. The study was carried out following ethical standards, with strict regard for the privacy of every

participant. Prior to the study, participants were informed concisely about its purpose and how it would be administered.

The questionnaires were given to participants directly in their classes. After collecting all responses, the researchers analyzed the data using SPSS software. The main goal was to identify students suitable for the qualitative phase. In line with the analysis, each student was assigned to one of six categories: high, low, or medium anxiety; and high, low, or medium enjoyment. This classification provided a useful basis for selecting participants for the next phase. Subsequently, two students from each group were chosen for interviews and to provide reflective journals. The interviews took place in person.

After completing the interviews, the researchers requested the interviewees to maintain weekly reflective journals. Each student submitted four journals. Since writing without guidance could be challenging for students, general loose guidelines were provided for their reflections. To ensure confidentiality and consistency, participants used their nicknames when referencing their responses across the reflective journals, interviews, and questionnaires.

2.4. Data Analysis

Upon obtaining the quantitative data, it was imported into SPSS 24 for analysis. Descriptive statistics were used to identify students' FLE and FLA levels. A stepwise regression analysis was employed to examine the relationships between FLE, FLA, and achievement. The audio-recorded interviews were transcribed verbatim, and an inductive coding approach was employed. Initial codes were generated and subsequently organized into broader themes to capture recurring patterns in the data, thereby providing a deeper understanding of learners' emotional experiences. Inter-rater reliability was ensured by having multiple coders independently analyze the data. Representative quotations were systematically included to support the findings.

3. Findings

The first research question aimed to identify the relationship between achievement, FLE, and FLA. The connection between achievement and students' emotions was tested using multiple regression analysis. The results are shown in Table 1.

Table 1. The best predictor of language achievement

Model	Standardized Coefficients		Sig.	Correlations		
	Beta	T		Zero-order	Partial	Part
FLE	.234	2.945	.00	.267	.191	.187
FLA	.054	.684	.495	.195	.045	.043

A multiple regression analysis examined whether FLE and FLA predict language achievement. The model explained .16 % of variance in dependent variable ($R^2 = .07$, $F = 9.059$, $p < .001$). Results showed that FLE was the strongest predictor, explaining about 3% of unique variance ($\beta = .234$, $p < .001$), while FLA was not a significant predictor of achievement.

The next question aimed to uncover the sources of FLE and FLA. Semi-structured interviews and reflective journals were employed to gain deeper insights into the factors influencing FLE and FLA. 12 participants were selected according to their anxiety and enjoyment levels. They were asked questions about factors contributing to enjoyment and anxiety. Based on these responses, the results were categorized under two subheadings: “Sources of FLE” and “Sources of FLA.”

The participants were asked to discuss the determinants of FLE and report the moments that they experienced enjoyment. The recurring themes that emerged from the data were FLE-self, FLE-atmosphere, and FLE-teacher. Among the participants who mentioned FLE self-related factors as determinants of enjoyment, a common view ($n=12$) was the possibility of authentic language use. They expressed that they enjoy English classes due to English’s status as a lingua franca and career opportunities. One participant commented that:

“...in order to have a better future, I can study abroad. When I think this issue, it makes me happy and motive to learn English. As a result, I enjoy in my English classes.” (Student 1)

Almost all participants ($n=10$) stated that good language performance has a positive effect on enjoyment. In the same vein, most participants ($n=9$) reported that perceptions of progress influence FLE. Participants’ feedback showed that students who succeeded truly enjoyed their English classes. This reinforces the notion that a robust link exists between FLE and achievement. The following extracts showcase participants’ views on this issue.

“...., we have learned telling the time. I am the only one in our class who answer correctly all questions about this topic. I enjoy lessons when I succeed like this.” (Student 2)

“The teacher gave us a quiz. I came second in the quiz. This was the moment I had a lot of fun.” (Student 3)

“I am not the most successful student in my class but I see that I am more successful than before. This made me enjoy the lesson.” (Student 10)

Among all 12 participants, only one emphasized self-confidence as a key underlying factor for their enjoyment. Self-confidence contributed to the enjoyment experienced in English classes, as evidenced by extract below:

“...I trust myself. I believe I can be a successful student. This makes me happy”. (Student 3)

Further analysis shows that FLE-atmosphere-related factors, including a positive classroom environment and supportive and friendly peers, shape the level of enjoyment. Of 12 participants, 10 identified friendly relationships with their peers as a significant source of enjoyment. Four participants commented that peer support played a significant role in their FLE levels. Moreover, just over half of the participants (n=7) highlighted that the positive classroom atmosphere significantly contributed to their enjoyment in English classes.

“I think my friends make the lesson enjoyable. We have a lot of fun together in the lesson”. (Student 8)

“I feel safe in this classroom. I feel comfortable when the teacher is in classroom”. (Student 4)

“Our teacher asks us to make a dialog with our peers. If I feel nervous, my friend tries to calm me down”. (Student 5)

Regarding teacher-related factors in FLE, the analysis highlighted classroom activities, teacher support, friendliness, skills, sense of humor, and out-of-class activities. All participants agreed that classroom activities, such as games and drama, and supportive teachers are underlying factors in enjoyment.

“We play a vocabulary game. It is a kind of competition. First student says a word. Then the next student says a new word with the last letter of the first student’s word. I have fun while playing this game”. (Student 6)

“My teacher supports me. He says you can do it I trust you”. (Student 10)

Half of the participants mentioned that teacher friendliness and teacher skills, such as giving feedback, discipline, and instructional skills, are the sources of enjoyment. The extract given below demonstrates their viewpoints:

“I made a mistake in our class today. My teacher smiled at me and corrected my mistake. I felt comfortable. Today, I realized that this lesson is fun thanks to the friendly attitude of our teacher.” (Student 9)

The other recurrent themes in the data were teacher's sense of humor (n=4) and out-class activities (n=4). A teacher with a good sense of humor can foster engaging and enjoyable classroom atmosphere. Additionally, language-related extracurricular activities contributed to their enjoyment and motivation in learning the language. These themes were directly indicated in the following excerpts:

"Our teacher makes jokes in the class. That is why, we are happy to study in this class".
(Student 7)

"We have a group on WhatsApp. Our teacher shares apps via WhatsApp. I'm dealing with them. Then, our teacher says to us watch movies with subtitles. I'm watching them. I think they are fun". (Student 1)

These findings show a strong link between enjoyment of language learning and factors related to teachers. The sample extracts showcase that fun classroom activities, teacher support, friendliness, and effective teaching skills played an important role in fostering positive emotions. The use of humor also contributed to students' enjoyment. It was also revealed that out-of-class activities influence FLE levels. Taken together, these results highlight the significance of teacher-related factors in shaping students' positive emotions.

Through the interviews and reflective journals, it was also aimed to identify the sources of anxiety experienced in English classes. Three broad categories emerged from analysis, namely FLA-self, FLA-teacher, and FLA-atmosphere. A common theme in the interviews was the importance of self-oriented factors in FLA. As evident from the following excerpt, all participants (n=12) agreed that fear of negative evaluation is an underlying factor for FLA.

"I don't want to speak in class because I'm afraid that my friends will make fun of me".
(Student 12)

Commenting on anxiety, eight participants put forward that perfectionism is an important determinant of FLA. For example, one interviewee said: *"I want to get high mark in my exams, otherwise, I feel disappointed. (Student 7)".* Furthermore, several participants (n=5) reported concerns about difficulties recalling information. They mentioned that having trouble remembering what they intended to say during class leads to high anxiety. They expressed their ideas as follows:

"..., I cannot remember the things I already learned. As a result, I experience anxiety."
(Student 5)

Moreover, participants (n=5) pointed out that their poor performances and speaking without preparation in language classes give rise to anxiety. As one interviewee put it: *"If I have a bad performance in my English classes, I feel nervous. I am worried about my language performance."* (Student 10); bad language performance increases their anxiety.

Another interviewee, when asked sources of anxiety said: *“If my teacher asks me to speak without preparation, I become anxious about my performance”.* (Student 11)

A few participants (n=4) associated anxiety with exams. It was found that test anxiety had a negative impact on FLA. In one case, the participant indicated that *“I feel nervous during the exams.”* (Student 6)

Fear of mistakes was also attributed to anxiety by a small number of participants (n=4). Talking about this issue, an interviewee said: *“I am afraid of making mistake. I know that my teacher does not get angry with me, but I still fear. That is why, I lose my enthusiasm to learn English.”* (Student 8).

The second source of anxiety was identified as the FLA-teacher. Participants (n=7) stated that teacher strictness contributes to the increase in anxiety. For example, one participant said: *“I was so anxious in class because of my old strict teacher.”* (Student 10). Some participants (n=4) mentioned that their anxiety increased due to challenging classroom activities. The difficulty or complexity of classroom tasks triggers anxiety among participants. It was obvious that challenging tasks heightened the level of FLA. One individual stated that:

“I can’t pronounce the words correctly. It is difficult for me and that is why worry about my pronunciation. We tried to practice our pronunciation in the class, and I was afraid that I will do it wrong again.” (Student 9)

Participants (n=3) also highlighted that lack of teacher support as another factor contributing to FLA. The following response provided clear evidence that lack of assistance and encouragement lead to increased level FLA.

“It would be better if our teacher had encouraged us. I would be more relaxed in class.” (Student 4)

The last concern expressed by participants regarding sources of anxiety was related to the FLA-atmosphere. Three participants indicated that both peer pressure and crowded classrooms are driving factors of language anxiety. The excerpt clearly demonstrates that a large class size inhibited participants' active participation and expression in the classroom. *“...There were fewer students in my old class. We could participate in the lesson more actively. I think it was better.”* (Student 5). In addition, the presence of peers influences their emotions and performances. It was mentioned that comparing themselves to peers creates a sense of unease and anxiety. Another participant, commenting on peer pressure, stated that *“If I get a higher grade in them, they won't congratulate me at all.”* (Student 11).

4. Discussion

This study examines the impact of both positive and negative emotions on language learning and explores their sources. The study collected both quantitative and qualitative data to better understand students' emotional experiences during language learning. The first question in this study seeks to determine the impact of FLE and FLA on language achievement. The study finds that FLE is the most influential predictor of achievement. The robust relationship between FLE and achievement accords with our earlier studies (e.g., Dewaele & Li, 2022; Li, 2020), which showed that participants having high levels of enjoyment tend to achieve better language performance. Another finding is that the impact of FLA on achievement is not statistically significant. This result differs from previous findings that associate anxiety with lower language achievement (e.g., Horwitz et al., 1986). This inconsistency may be partially attributed to the students' ability to manage their anxiety (Dewaele & Dewaele, 2017), which may not necessarily impede their language performance. It also indicates that enjoyment could be more influential in achieving success. This research highlights how essential positive emotions are in language learning. It suggests that a sense of enjoyment improves learners' performance. FLE can increase students' motivation and active participation, which ultimately leads to enhanced language performance. It can be inferred that positive learning environments boost language learning outcomes.

This study further examines the determinants of FLE and FLA. When considering their sources, participants' views surfaced mainly in relation to factors associated with the self, the teacher, and the classroom environment, which are in line with the previous ones (Jiang & Dewaele, 2019; Pan & Zhang, 2021). Regarding sources of enjoyment, it can be argued that authentic language-learning opportunities can enhance learners' motivation and enjoyment throughout the language-learning process. Moreover, providing positive feedback or celebrating learners' achievements can boost learners' positive emotions. It is revealed that self-confidence is a determinant of FLE. It is therefore possible that learners who feel confident in their language skills experience greater enjoyment because they approach challenges with a positive mindset. The classroom environment-related factors are also strong determinants of FLE. It confirms the importance of promoting a positive learning environment where learners feel comfortable and supported (Gabryś-Barker, 2016). Consistent with the literature (e.g., Pan & Zhang, 2021), the presence of supportive and friendly peers enhances the enjoyment of the language-learning journey. Teacher-related factors also emerge as influential sources of FLE among participants. In line with this, previous studies found that teachers' behaviors and characteristics can enhance learners' enjoyment (Dewaele, Franco Magdalena, & Saito, 2019; Jiang & Dewaele, 2019). This study broadly supports previous studies in linking enjoyment to specific classroom activities (e.g., Dewaele & MacIntyre, 2014). In addition, as presented Pavelescu and Petrić (2018), engaging in out-of-class activities is associated with higher levels of FLE. It can be inferred that extracurricular activities provide opportunities to practice the language and use it in

meaningful ways, which contribute to positive emotional experiences. These findings emphasize the significant role of teachers in shaping learners' positive emotions. It may be the case, therefore, that teachers with the ability to design engaging activities, to establish good relationship, to provide support and encouragement can create a positive classroom atmosphere so that learners can enjoy language learning.

Consistent with the literature, this study shows that perfectionism is a significant factor contributing to FLA (see Horwitz et al., 1986). High self-expectations and setting unrealistic goals lead to anxiety, which is a valuable result because perfectionism might be an underlying factor in fear of mistakes (Gregersen & Horwitz, 2002). Perfectionist students may avoid participating in classroom activities due to concerns about being judged. Furthermore, speaking without preparation or spontaneity (Jiang & Dewaele, 2019) also contributes to anxiety, as it leads people to overthink their language performance.

As prior research indicates, teacher-related factors, including a lack of support and teacher strictness, negatively affect students' FLA levels (Dewaele et al., 2019; Uzun, 2017). It is revealed that challenging classroom activities (Jiang & Dewaele, 2019) can trigger anxiety. Teachers, therefore, need to offer additional support, clear instructions, and constructive feedback to establish a less stressful classroom setting.

Peer pressure is another source of anxiety among Turkish students. It seems possible that students compare their language abilities to those of their peers, which leads to increased anxiety. Moreover, it might be due to fear of negative evaluation (Yan & Horwitz, 2008). To make it clear, students who perceive their peers as superior worry about being negatively judged by their friends. As noted in previous studies, a supportive peer group (Dewaele & MacIntyre, 2014) can increase positive emotions. One noteworthy finding is that students reported increased anxiety in crowded classrooms, suggesting that class size influences learners' emotional experiences. It is possible that small groups create a relaxed, supportive atmosphere in which they can freely express themselves. These are in agreement with those reported by Myhre et al. (2023), who found that students feel safe within smaller groups when interacting with familiar peers. A non-threatening atmosphere allows students to overcome their negative emotions.

Given these findings, several implications emerge for teacher trainers and policymakers. Language education programs can prioritize the emotional aspects of learning by equipping teachers with strategies to boost enjoyment and lessen anxiety in the classroom. Additionally, offering professional development opportunities can help teachers effectively implement emotionally responsive teaching practices. Curriculum designers and educational authorities might consider integrating socio-emotional learning components into language courses. Policies that encourage smaller class sizes and learner-centered, communicative teaching methods could help lessen anxiety and

enhance enjoyment. Ultimately, emphasizing learners' emotional well-being may result in more effective and sustainable language acquisition.

5. Conclusions

This study aimed to deepen the understanding of FLE and FLA among Turkish students. The paper has identified that FLE has a positive impact on language achievement. However, language achievement appeared unaffected by FLA. The most significant finding of the study is that FLE and FLA are rooted in three main sources: self-related factors, teacher-related factors, and classroom environment-related factors. These results suggest that fostering enjoyment increases students' achievement during language learning. Educators should enhance enjoyment to boost learning outcomes. Further analysis of the results highlights the significant importance of a supportive classroom environment in the learning process. The study highlights that teachers need to understand the broadening power of positive emotions and incorporate various strategies into their practices to enhance language learning. They need to build positive teacher-student relationships, foster collaboration, and encourage students to become successful language learners. It seems possible that educational stakeholders can design a supportive learning atmosphere by understanding students' emotions.

A limitation of this study is its small sample size; further research with larger groups is needed to better understand students' emotions. Additionally, more longitudinal studies are required to examine how emotions evolve over time. Despite these limitations, the study provides useful insights into what influences enjoyment and anxiety.

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