

Students' perceptions of foreign language
classroom anxiety and enjoyment

Bachelor's thesis
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<p>Tämä kanditaatintutkielma käsittelee myönteisiä ja kielteisiä tunteita ja kokemuksia englanninkielen luokassa. Tutkimuksen tarkoituksena on selvittää tuntevatko oppilaat enemmän ahdistuneisuutta vai mielekkyyttä/nautintoa kielten luokassa, ja mitkä ovat pääsyyt niiden kokemiselle.</p> <p>Tutkimuksen aineistonkeruu suoritettiin kyselylomakkeella, joka sisältää Likert-väittämiä sekä kaksi avointa kysymystä. Väittämät käsittelevät sitä, kuinka opiskelijat kokevat englannin opiskelun mielekkyyden ja ahdistavuuden, ja avoimet kysymykset pyytävät opiskelijoita kertomaan jostain myönteisestä ja kielteisestä kokemuksesta tai tunteesta, jonka he ovat englannin kielen luokassa kokeneet. Vastauksia kyselylomakkeeseen tuli yhteensä 42, joista naisia oli 27 ja miehiä 15. Osa vastanneista vastasi kuitenkin vain Likert-osioon.</p> <p>Likert-väittämät suomennettiin ja muokattiin käyttäen hyödyksi Dewaele ja MacIntyre (2014) tutkimuksesta saatua väittämäpatteristoa, kuitenkin jättäen pois sellaisia väittämiä, jotka suomenkielellä olisivat olleet liian samankaltaisia. Kyselylomakkeen tuloksia analysoitiin sekä kvantitatiivisesti että kvalitatiivisesti. Likert-väittämiä verrattiin avointen kysymysten vastauksiin, etsien yhtäläisyyksiä ja eroavaisuuksia.</p> <p>Kyselyn tuloksissa selvisi, että oppilaat kokevat keskimäärin enemmän mielekkyyttä kuin ahdistuneisuutta englanninkielen luokassa. Syitä erilaisiin tunteisiin ja kokemuksiin luokassa oli monia, mutta avoimien kysymysten vastauksissa positiivista ilmapiiriä, jossa ketään ei tuomita, pidettiin erityisen usein tärkeänä mielekkyyden aiheuttajana.</p>	
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1 Introduction

The aim of this study is to view students' perceptions of what causes positive and negative emotions in the English language classroom. This area of research is important because emotional responses in the classroom are often not viewed from the positive side, or as Dewaele and MacIntyre (2014: 241) point out, the importance of positive emotions is often overshadowed by keeping a focus on the negative side in both second language acquisition and psychology research. Many different feelings can affect students' learning experiences and learning itself, and thus, a sole focus on the negative side does not represent what really happens in students' minds in the classroom. Understanding both sides of the spectrum will provide a better overall view of how students feel when learning a foreign language. Additionally, it will give a wider window into individual learner characteristics, which Dörnyei (2015: 6) argues are not stable, but instead include a great deal of temporal and situational variation.

It is therefore interesting to find out what students perceive as being the causes for the two emotions, enjoyment and anxiety, or whether they report those feelings at all. The present study aims to find out reasons why students feel different emotions in the classroom and furthermore, what kind of situations these emotions occur in. The students' perceptions were gathered with a questionnaire which is discussed in the data collection section of this thesis. It is interesting to find out whether emotions are based on longer or shorter timeframes, or more specifically, is the classroom viewed as a place for constantly feeling a certain way, or are specific situations or occurrences perceived as being the cause.

Because positive emotions are often completely neglected in this area of research, they are focused on in this study. However, the negative side must not be overlooked, and it will be considered for various reasons. The aim of looking into it is that it will give a more comprehensive understanding of what kind of emotions students experience in the classroom and allows a better view of the positive side as well, by enabling a comparison between the two.

The thesis starts by introducing the background information to positive and negative emotions, and then moves on to discuss emotions from the standpoint of second language learning. After the background section, the present study and the method of data collection are described. The

following section presents the results of the study. Finally, the conclusion summarizes the findings, states the conclusion and provides ideas for further research.

2 Background

This chapter first introduces the theoretical background into positive emotions and how they are different from negative emotions. After this, the background and previous research to emotions from the perspective of second language learning are introduced.

2.1. Positive vs. negative emotions

To understand emotions in the language classroom, and to understand them in general, it is important to recognize that there are some key differences between positive and negative emotions. Fredrickson (2013: 14) states that some negative emotions can cause changes in the human cardiovascular system or cause an urge to ‘fight or flight’. The physical reaction to anxiety could be described as “...increasing heart rate, sweaty hands and body, blood flow to large muscles and “butterflies in the stomach” (Boudreau, MacIntyre and Dewaele 2018: 150). Positive emotions do not seem to cause such immediate changes or potential actions, which is why there is no straightforward explanation for positive emotions to exist at all.

Fredrickson and Leveson (1998, as quoted by Fredrickson 2013: 10) have proposed that possibly the reason for positive emotions to exist was to ‘undo’ negative emotions. This was tested by first evoking negative emotions, such as anxiety, in the people who were tested, and then showing them videos of something positive. This test showed that positive emotions shortened the time that it took to ‘recover’ from the autonomic nervous system effects caused by negative emotions. The ‘undoing’ did not take much time or resources, so it could be easily achieved in the language classroom. However, there could be a limit to how many times the teacher can show their pupils positive imagery, such as puppy and kitten videos, when students are experiencing negative emotions, such as anxiety.

Although ‘undoing’ could often happen in the classroom and could be viewed as a valuable tool in the setting, it is not the only purpose for humans to feel positive emotions. Furthermore, Fredrickson (2013: 15) has emphasized that it was only a part of a more comprehensive theory. She calls this theory ‘Broaden and build hypothesis’. In this theory, ‘Undoing’ was caused by the broadening of one’s “accessible repertoire of thoughts and action urges” (Fredrickson 2013: 15), which then loosened the hold that negative emotions might have on one’s mindset, by urging them to specific action. Broadening was also found to increase holistic cognitive

processing and attentional flexibility (Fredrickson, 2013: 15-16, 21). Similar results have been found in the language learning context. Ryan, Connell and Plant (1990: 14) found that enjoyment can cause better second language learning and text comprehension, and Boudreau, MacIntyre and Dewaele (2018: 152) point out that positive emotions related to broadening, such as play, curiosity, exploration, and creativity are widely accepted to be beneficial for learning.

Fredrickson's build-hypothesis (2013: 24) states that 'building', which happens after 'broadening', sends people to "positive trajectories of growth" and "spurs the development of resources". In the language classroom, this could mean that through positive emotions, teachers are much more likely to be able to build students' language skills and create more connectedness in the class. Or as Dewaele and MacIntyre (2014) suggest, enjoyment and playful behaviour caused by positive emotions offer a safe psychological space from which to view new linguistic and cultural areas.

2.2. Emotions in language learning

MacIntyre and Vincze (2017: 63) state that emotional reactions are drivers for efforts to cope with all the new situations one might face in life. They argue that the difficulty of learning a language can intensify this emotional distress. This means that emotions are to some extent a basic part of the language learning in the classroom, and therefore they should be considered as such.

The emotions enjoyment and anxiety are chosen for this study in order to find out when and how students perceive them, when they arise and how they correlate. The reason for choosing these exact emotions is that anxiety has been previously closely connected to language learning, and according to Dewaele and MacIntyre (2014: 242), enjoyment is a positive emotion that works quite parallel to it.

Enjoyment can be closely related to the core emotion of joy which, according to Fredrickson (2013: 4): "...emerges when one's current circumstances present unexpected good fortune". In contrast, anxiety is a complex emotion, rooted to the basic emotion of fear (Boudreau, MacIntyre and Dewaele, 2018: 150). Language anxiety, more specifically, can be defined as:

...the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning (MacIntyre and Gardner, 1994: 284).

Emotions in the classroom can be caused by many different reasons. For example, feeling anxious in the classroom can be caused by self-presentation concerns, perfectionism, or competitiveness among students. Anxiety can also cause more frequent mistakes, which is ironic, as one cause for anxiety is the fear of wrong answers (Dewaele and MacIntyre, 2014: 242). According to Dewaele and MacIntyre (2014: 255, 264), enjoyment can be caused, for example, by the recognition of one's success when completing a difficult or time-taking task, a specific task in the classroom, or teacher/peer appreciation.

Anxiety is the most commonly studied emotion when it comes to language learning (Dewaele and MacIntyre, 2014: 238). It is now considered a drain on language learning motivation and thought to develop out of negative experiences when studying a language, which leads to anticipation of further difficulties (MacIntyre and Vincze, 2017: 67). According to MacIntyre and Vincze (2017: 67), language anxiety may lead to “difficulties in processing linguistic material, lower academic success and disruption of social-communicative processes that lead to language development”.

Dewaele and MacIntyre (2014) studied a large group of multilingual foreign language learners by an internet questionnaire, where the participants were asked to rate a set of phrases related to foreign language anxiety (FLCA) and enjoyment (FLE) with a 5-point Likert-scale. They also collected answers to an essay-type open-ended question where participants were asked to describe an event they had enjoyed while learning a foreign language. What they found out was that while FLCA and FLE were negatively correlated, the emotions are most likely not different ends of a continuum, but different variables. Other findings were that foreign language learners feel more enjoyment than anxiety, FLE increased while FLCA decreased when language proficiency increased, and that female participants reported both more FLE and more FLCA.

3 Present study

3.1 Aim and research questions

The aim the present study is to focus on understanding positive and negative emotions in a language learning classroom. Allowing students to describe their thoughts related to emotions in the classroom with their own words gives an authentic viewpoint, which also enables a more thorough analysis of the data gathered by Likert-scale items. In essence, this study will replicate Dewaele and MacIntyre's study from 2014 that was described above. Thus, the same aim and research questions will be utilized:

- 1 Do students feel more anxiety or enjoyment in the classroom?
- 2 What are the most common causes for students' anxiety or enjoyment in the classroom?

3.2 Data collection and methods of analysis

The data for this study was collected with a questionnaire form that is attached as an appendix. Information about the confidentiality of the study and a permission form was delivered to the participants through their teacher beforehand. The collection of the data took place on 8th and 11th of March 2019 in two classrooms.

The questionnaire begins with a description of the aim of the study as well as an explanation of how to rate phrases with Likert-scale. The main body of the questionnaire consists of two parts, one for each emotion. In it, students were asked to rate how much they agree with a collection of phrases reflecting foreign language enjoyment and anxiety. The scale used to measure agreement is a standard 5-point Likert scale, where 1 represents strong disagreement and 5 represents strong agreement. The Likert-scale is used because it is one of the most common types of questionnaire scales (Dörnyei, 2007: 105), and thus it is most likely familiar to the students. The questionnaire also included an open question for both emotions, where students were asked to describe in their own words a positive and a negative experience or emotion they have had in the classroom. Using a questionnaire form enables using many different variable

items for thorough and reliable analysis of the two emotions. Using additional open questions allows the quantitative Likert-scale data to be reflected with student's own thoughts.

The phrases used are a collection of closed-ended statements, which aim to examine the two emotions. There are 19 phrases that measure enjoyment and 8 that measure anxiety, as well as two reverse coded enjoyment phrases in the set that measures anxiety. Multi-item scales (Dörnyei 2009: 24) are used to increase the validity of the questionnaire. However, in order to keep the questionnaire in a length that does not take too much time away from teaching and does not induce unwillingness to properly answer, some items were excluded from the multi-item cluster.

The gathered data has been analysed both qualitatively and quantitatively. The quantitative analysis focuses only on the data gathered with the Likert-scale rated phrases. The aim is to find out what percentage of the students report each emotion, and whether there is more enjoyment or anxiety in general. The analysed data is presented by using average values, as well as with a focus on recurring or particularly distinctive points. The answers to the open questions are analysed qualitatively with the aim being to further examine how students perceive emotions in the language classroom and to collect examples of the actual emotions and situations. The quantitative data can be reflected with these examples, which provides a more complete understanding of the Likert-scale answers.

Out of the 61 students who were asked to participate, 27 female and 15 male students answered the Likert-scale questionnaire, but one female student did not rate the positive Likert-scale items. All the participants were second-year upper secondary school students, aged between 17 and 18. The open-ended questions were answered by 24 female and 11 male participants about positive emotions and experiences in the class and by 23 female and 8 male participants about negative emotions and experiences.

4 Results

This chapter begins with the first research question and Likert-scale results about students' perceived enjoyment and anxiety are presented. After this, the second research question is answered by presenting various Likert-scale results. The most common answers from the open-ended questions are also considered in relation to the Likert-scale results and on their own.

4.1 Anxiety and enjoyment in the class

Overall, the results show two distinctive things: on average, participants feel more enjoyment than anxiety, and male participants feel both less anxiety and more enjoyment. The Likert-statement that shows this quite simply is "I enjoy studying English". As Figure 1 below shows, 86,6% of male participants agree that they enjoy it, while the same percentage for female participants is only 53,8%.

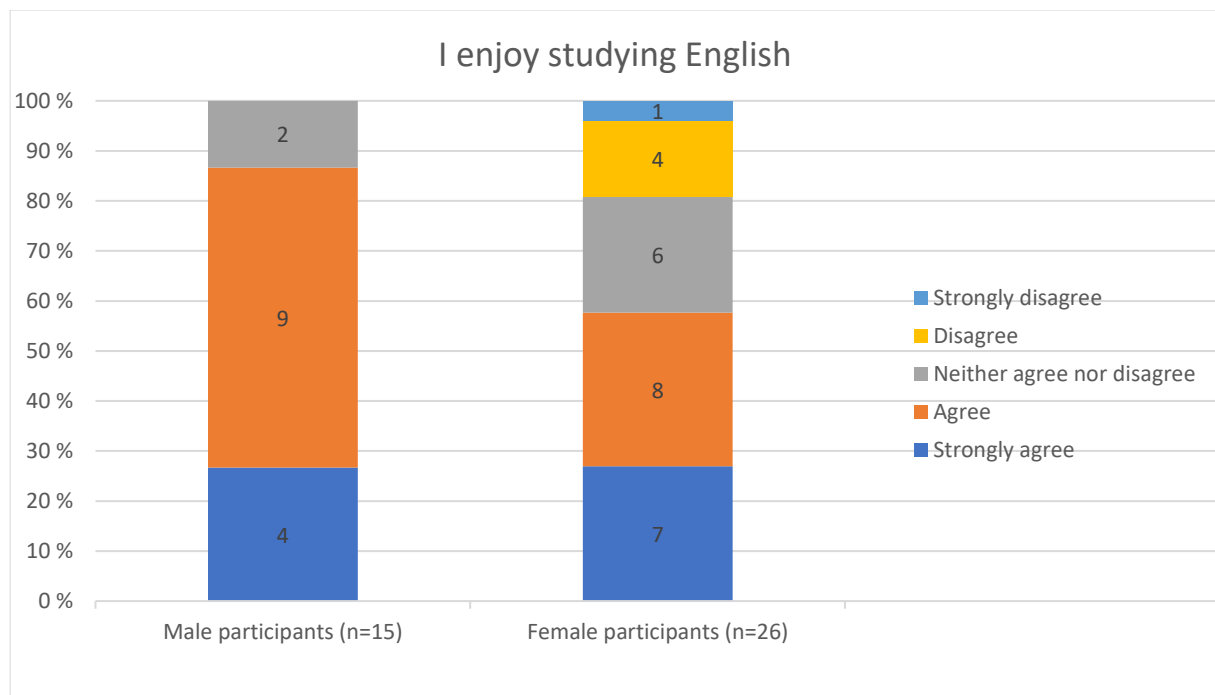


Figure 1: Students perception of enjoyment in the class

According to Dewaele and MacIntyre (2014: 265), anxiety and enjoyment are not two sides of the same coin. Therefore, feeling more enjoyment does not necessarily lead to lower anxiety levels. Students anxiety levels can be looked at based on the average agreement on all anxiety Likert-statements of each student (statements 1, 2, 3, 6, 7, 8, 9). While the results show that

fewer male participants agree to statements which reflect their classroom anxiety, both groups are mostly under the average of 4, which means agreement in the Likert-rating scale (Figure 2).

Averages of agreement:	Male participants (n=15)	Female participants (n=27)
< 1 – < 1,5	3 (20%)	4 (14,81%)
< 1,5 – < 2	2 (13,33%)	3 (11,11%)
< 2 – < 2,5	2 (13,33%)	1 (3,7%)
< 2,5 – < 3	4 (26,66%)	2 (7,4%)
< 3 – < 3,5	2 (13,33%)	9 (33,33%)
< 3,5 – < 4	2 (13,33%)	5 (18,51%)
< 4 – 5		3 (11,11%)

Figure 2: Average agreement to Likert-scale items regarding anxiety.

Out of all the Likert-statements, perhaps unsurprisingly, the most agreement was found on the statement “I feel nervous when it is my turn next”. The average agreement about this statement was the closest between the two groups with both groups average of 3,2.

The answers for the open questions also included some mentions about how speaking to or in front of the whole class can be a negative experience. One student describes the feeling like this:

”Ei ole mukavaa, jos epäonnistuu jossain työssä / tehtävässä, mikä esitetään luokan edessä.”

’It is not pleasant if you fail in some coursework / exercise which is presented in front of the class.’

According to MacIntyre and Gardner (1994, cited by Dewaele and MacIntyre, 2014), anxiety both causes and comes from the fear of wrong answers. Therefore, it is not surprising that anxiety is often present in the moment just before answering.

4.2 Reasons for emotions in the class

The Likert-scale ratings show that although most students do realize that making errors is part of foreign language learning, there is not as strong of an agreement about what they think about making them (Figure 3).

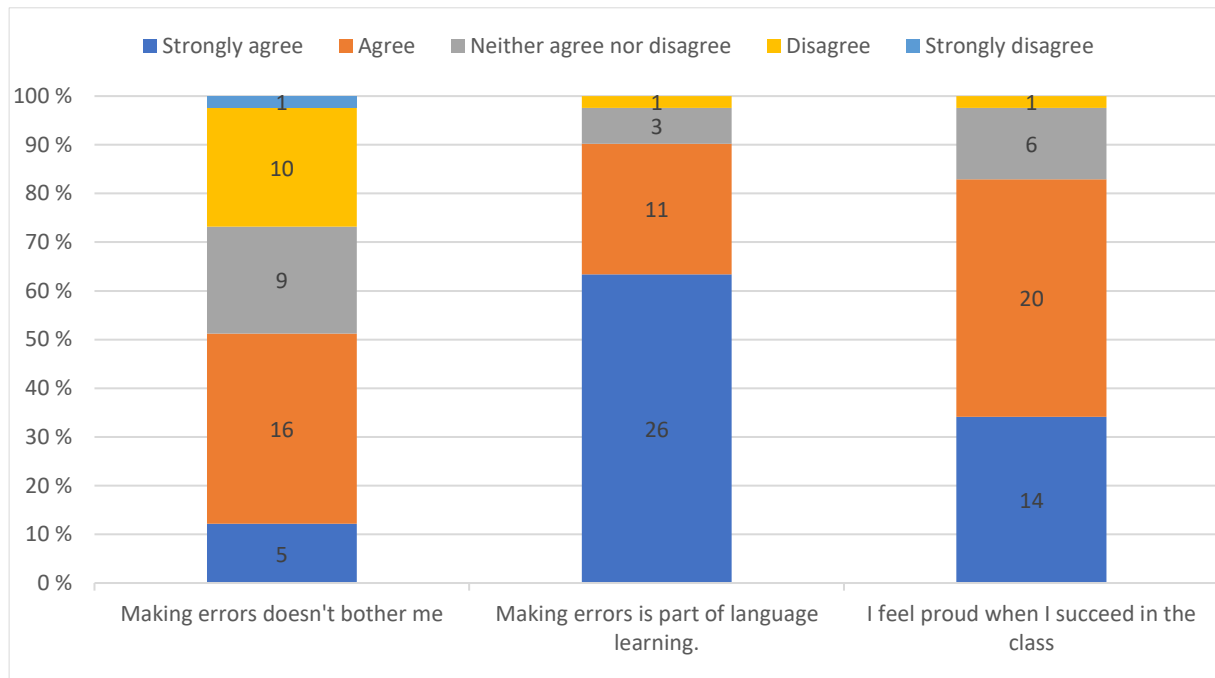


Figure 3: Agreement to Likert-scale items regarding errors and feeling proud (n=41)

As Figure 3 shows, there is a 90% agreement that errors are part of language learning and making errors does not bother 51% of students. Realizing that errors are part of learning does not mean that they instantly stop affecting the learner. The realization, however, presumably needs to happen before reaching a state where making an error stops being a negative, anxiety provoking experience. These results clearly show that although most students know that errors are part of learning, it is not enough for them to stop being anxious about failing to answer correctly. According to Gregersen (2003, as cited by Dewaele and MacIntyre 2014: 239), anxiety related to error making can be caused by harsh error correction. Although this is just one example of a possible cause for anxiety related to errors, it brings up a good point: if such negative experience is expected from making an error, knowing that it is a part of learning is of little value.

In the open question answers, few students mention making errors is a negative experience and can make them feel bad momentarily. On the positive side of the open-ended questions, an atmosphere where no-one is judged by their wrong answers or their level of language proficiency was mentioned a few times. Here is one students' description:

“Kaikki ymmärtävät, että jokainen ei ole taitotasoltaan samalla kohdalla, mutta siitä ei tehdä mitään numeroa, jos ollaan keskusteltu pareittain/ryhmässä, toisia kannustetaan, ei huomautella virheistä.”

‘Everyone understands that different people are at different skill levels, but no-one makes a problem out of it. When we are discussing in pairs or in a group, other people are encouraged and mistakes are not pointed out’

The broader dispersion of agreement in the statement “Making errors doesn’t bother me” could therefore be thought of as related to both of these sides, as when there actually is such atmosphere, students are not bothered by making an error, but when such an atmosphere is not created, errors feel worse. As Figure 3 above shows, 83% of students also feel proud about succeeding in class, so if such an atmosphere allows them to answer and speak with less anxiety, it would lead to more positive emotions from succeeding. From the point of view of Fredrickson’s (2013) Broaden and Build theory, reaching such an atmosphere could possibly be seen as ‘Broadening’, which would create more opportunities to learn and ‘Build’. In their study Dewaele and MacIntyre (2014: 257-258) report that students find the atmosphere in the class very important. They point out that for some students the opportunity to speak and to be in the centre of attention can be an important and liberating experience, and it is possible only if they are not judged.

Teachers also play a role in creating such an atmosphere, which is one of the ways in which the teacher matters in the emotional aspect of language learning (Dewaele and MacIntyre 2014: 258). According to the Likert-scale answers, 76% of students agree that their teacher creates a

good atmosphere in the class. They agree even more strongly that their teacher is both friendly and encouraging (Figure 4).

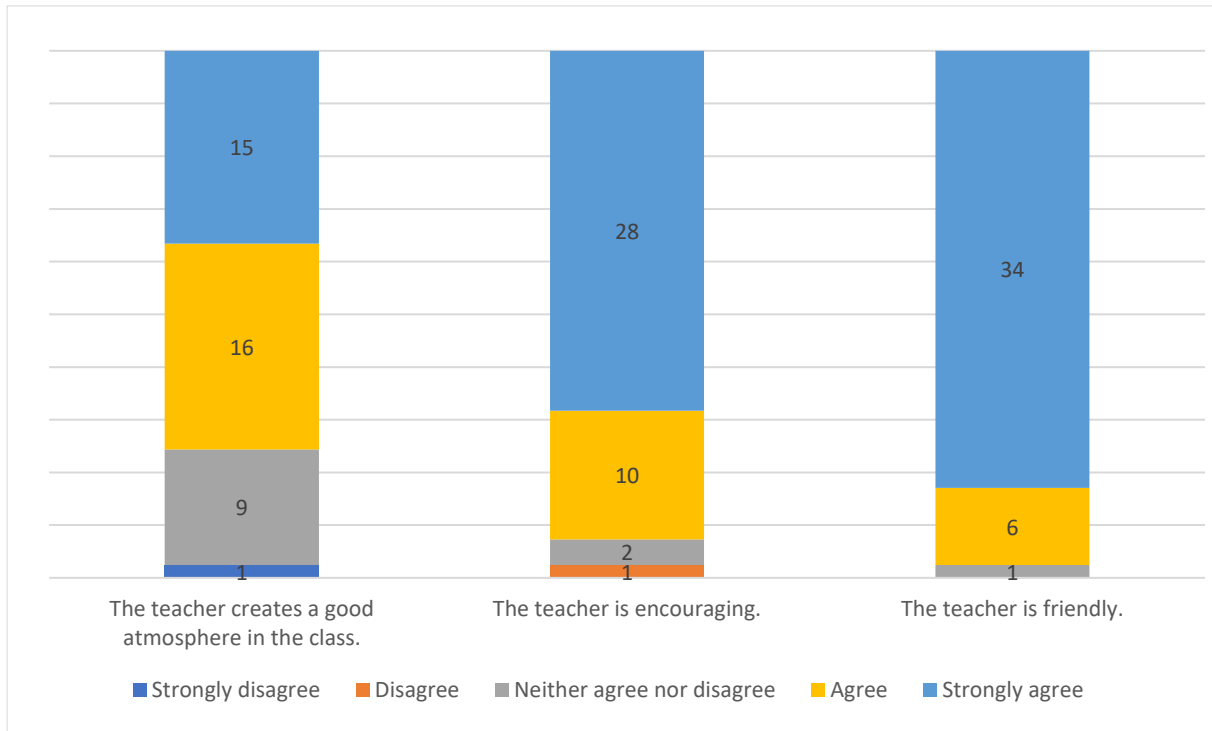


Figure 4: Agreement to Likert-scale items regarding positivity towards the teacher.

92,5% of the students agree or strongly agree that their teacher is encouraging, and 97,5% of the students agree or strongly agree that their teacher is friendly and only one student disagrees with these statements. Although this result is very positive and is likely to reflect enjoyment in the class quite well, it needs to be stated that all the participants were students of one teacher. Furthermore, the students reported both positive and negative teacher experiences in the open-ended question answers. This suggests that the teacher plays a very important role in how students feel about English classes, as these positive aspects about the teacher can be agreed this strongly among the students.

However, negative experiences from the past, even single occurrences, can be remembered and can affect students' enjoyment of learning for a long time. One student describes her negative teacher experience like this:

"Kysyin lisää tehtäviä tehtäväksi, koska olin nopea suorittamaan tehtäviä. Opettaja nauroi ja nöyryytti minut luokan edessä."

'I asked for more exercises because I had been fast with the previous ones. The teacher laughed and humiliated me in front of the whole class'

Besides class atmosphere, teacher and peer recognition and feedback are seen as a positive factor by the students, and it is mentioned in the open questions. Especially occurrences where students thought they were not doing as good as they were, the teacher's feedback seems to produce positive emotions.

“Sain hyvää palautetta kirjoittamastani aineesta, josta olin itse kriittinen. Osasin kuulemma ilmaista itseäni tekstissä. Olin tästä iloinen.”

'I got good feedback from an essay that I was critical about. I could express myself well in the text supposedly. I was happy about this'

Dewaele and MacIntyre (2014: 258) also provide examples which show that when students struggle or have tried exceptionally hard, positive feedback creates happiness and encouragement. This is in line with the statement MacIntyre and Vincze (2017: 153) make when they point out that in order to feel real enjoyment, one needs a difficult challenge that tests their abilities and cognitive resources.

In the open-ended questions, many students state that they enjoy when they can speak and learn English with their friends. On the contrary, many students feel that working with less familiar people or in a class of people without much connectedness at all is a negative experience. One student summarizes this in the following way:

”Kavereiden kanssa englannin oppiminen on mukavaa ja helpompaa kuin tuntemattomien.”

'Learning English with friends is enjoyable and easier than with unfamiliar people'.

This is something that did not appear in the set of main themes of enjoyment in Dewaele and MacIntyre's study (2014: 256). Although peer recognition and specific classroom activities were specified in their set, such general statements about how it is enjoyable to have friends in the class and to talk to them in English were not specified.

Many students thought that English classes can be boring, too theory focused, too simple, and too focused on one topic. It is unclear, however, what exactly brings up this negative experience as none

of the students mentioned what kind of exercises are “annoying” or how much is “too much theory”. One student brings up an interesting point related to exercises:

”Tehtävät ovat usein todella helppoja, joka on hieman tylsää. Kaipaam haastetta, jotta opiskelu tuntuisi mielekkäämmältä. En tunne kehittyväni, koska sisältö on aina hyvin samankaltaista.”

’The exercises are often very easy, which is a bit boring. Studying would be more pleasant if it was more challenging. I feel like I am not progressing because the content is always very similar’

The negative experience that comes from wanting to progress and feeling like the challenge is not hard enough is a good example of emotions in the classroom for two reasons. Firstly, while anxiety and negative experiences often come from not understanding or from something being too difficult, it can also be the complete opposite which brings up these feelings, i.e. boredom. Secondly, it is important to understand that everything that affects emotions in the classroom is not part of the class, but the students’ perception of it. From the standpoint of ‘Possible future selves’ (Dörnyei and Ushioda, 2009: 11), the point could be made that if English is an important part of the students’ idea of what they will become and do in the future, the motivation to progress will most likely lead them to feeling negative experiences from both not being able to do something, and also from not having sufficient challenges.

5 Conclusion

In the study which this study replicates, Dewaele and MacIntyre (2014: 265) concluded that anxiety and enjoyment should not be considered as ‘opposites’, although they may sometimes correlate negatively. Similarly, Fredrickson (2013: 16) states that what swayed her away from the ‘undo’ hypothesis was that positive and negative emotions are often experienced independently in different situations. For this reason, ‘undoing’ could not be the main function of positive emotions as this theory could not explain why positive emotions are experienced without the prior existence of negative emotions. Therefore, negative and positive emotions are not different ends of a continuum, but separate phenomena in human cognition. Additionally, sometimes negative and positive emotions can even co-exist (Dewaele and MacIntyre, 2014: 262). MacIntyre and Vincze (2017: 153) go as far as stating that sometimes the existence of some emotions can be dependent on some other emotion. They argue that enjoyment is not merely normal pleasure, but a feeling one gets when one succeeds in a challenge that tests them either physically or mentally, or both. Therefore, they conclude that in order to get enjoyment from language learning, one may need a difficult, anxiety provoking challenge. This means that anxiety is sometimes necessary in order to feel enjoyment.

In conclusion to the first research question, the results of this study show that students do feel more enjoyment than anxiety in the classroom. While there was more variability in the answers of the female participants, the overall results show that most students enjoy studying English and do not feel significant amounts of anxiety.

Answering the second research question, many reasons for experiencing enjoyment and anxiety in the classroom were found in the data, but one reason that was reported more than others was a good atmosphere, or the lack of it. Students felt that it is highly important that everyone can learn without being judged.

One interesting result which may affect the Likert-scale ratings is that some students feel that studying with the provided materials can be too easy and boring. These students will most likely

experience very low amounts of either emotion, which would therefore decrease the average values on both sides.

It needs to be noted that there were more female participants (27) than male participants (15), which may also affect the results. Another interesting point is that a higher percentage of male students left the open-ended questions unanswered than female students, and three of the ones who answered reported the following:

"En ole tuntenut kielteisiä asioita englannin tunneilla"

'I have not felt any negative things in English classes'

Although this means that when choosing appropriate examples from the open-ended question answers the probability is towards those of the female participants, it most likely will not significantly alter the results of the study.

While negative emotions have been studied a lot, positive emotions have not received a lot attention in research. Finding more information about what causes them and how they can be used to create better learning environments is a great task. At this moment the field of positive psychology is evolving, and a lot of new research is needed. The same applies from the point of view of second language learning research.

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Appendix A

1. Vaikka olisin valmistautunut oppituntiin, minua saattaa ahdistaa.
2. Minusta tuntuu, että muut osaavat puhua englantia minua paremmin.
3. Minua jännittää, jos olen seuraavana vuorossa.
4. Minua ei haittaa, vaikka teen virheitä.
5. Olen itsevarma puhuessani englantia luokassa.
6. Jos minun täytyy puhua englantia, tunnen itseni hermostuneeksi.
7. Jos joudun puhumaan ilman valmistautumista, saatan tuntea paniikkia.
8. Ryhmä luo minulle paineita.
9. Opettajan odotukset luovat minulle paineita.

Appendix B

1. Luokassa saa olla luova.
2. Voin nauraa virheilleni.
3. En tylsisty oppitunneilla.
4. Nautin englannin opiskelusta.
5. Olen oppinut ilmaisemaan itseäni englanniksi.
6. Tunnan olevani arvokas osa luokkaa
7. Olen oppinut mielenkiintoisia asioita.
8. Tunnan ylpeyttä, jos onnistun tunnin aikana.
9. Luokassa on positiivinen ilmapiiri
10. On kivaa oppia englantia.
11. Virheiden tekeminen on osa kielenoppimista.
12. Pidän luokkatovereistani.
13. Opettajani on kannustava.
14. Opettajani on ystävällinen.
15. Ryhmänä olemme tiivis.
16. Meillä on luokkana omia vitsejä.
17. Luokassa nauretaan paljon.
18. Opettaja luo tunnille hyvää ilmapiiriä.

Appendix C

Kerro jostakin myönteisestä tunteesta/kokemuksestasi englanninkielen luokassa omin sanoin:

Kerro jostakin kielteisestä tunteesta/kokemuksestasi englanninkielen luokassa omin sanoin: