

The Moderating Role of Emotional Intelligence in the Relationship between Foreign Language Enjoyment and English Achievement among Chinese Ethnic Minority College Students: A Theoretical Perspective

Mingxing Li^{1,2}, Asmaa AlSaqqaf^{1*}

¹ Universiti Malaysia Sabah (UMS), Malaysia

² Yunnan University of Finance and Economics, China

*Corresponding Author: asma3030@ums.edu.my

Received: July 10, 2024

Accepted: July 30, 2024

Published: August 6, 2024

doi:10.5296/jsel.v12i1.22138

URL: <https://doi.org/10.5296/jsel.v12i1.22138>

Abstract

This paper proposes emotional intelligence as a moderator in the relationship between English-as-a-foreign language enjoyment and English achievement within the Chinese multilingual context. While foreign language enjoyment serves as the independent variable facilitating English learning, English achievement plays a dependent role in this relationship. Meanwhile, emotional intelligence acts as a moderator that can enhance, diminish, or modify the relationship between English foreign language enjoyment and English achievement. High emotional intelligence enhances learners' ability to harness positive emotions for sustained motivation and engagement, equips them with effective coping mechanisms, and promotes meaningful social interactions. As a result, learners with high emotional intelligence are more likely to experience greater success and proficiency in English achievement through their enhanced capacity to leverage the benefits of foreign language enjoyment. This paper employs a quantitative approach and utilises questionnaires on emotional intelligence, foreign language enjoyment, and English achievement data to examine the relationship and interplay among 382 ethnic minority college students in China. The study highlights the importance of fostering emotional intelligence and positive affective experiences in the EFL classroom, suggesting that an engaging and enjoyable learning environment contributes to enhanced English achievement.

Keywords: Emotional intelligence, English achievement, foreign language enjoyment, Moderating role

1. Introduction

China is paying more and more attention to the role and function of the English language in the process of internationalisation (Sheng, 2012; Lu, 2019). English offers the opportunity and groundwork for globalizing education, a role that cannot be substituted by any other subject (AlSaqqaf et al., 2023). Moreover, English is the most popular foreign language in China, and in the foreseeable future, English will retain this status (Wei & Su, 2008). The 2010-2020 Outline of China's National Medium and Long-Term Education Reform and Development Plan highlights the crucial goal of elevating global education standards. The plan aims to cultivate international talents familiar with global practices, emphasising the importance of instilling an international perspective and awareness. This approach facilitates effective communication across diverse cultures (AlSaqqaf et al., 2023). The recent English Proficiency Index from EF Education First places China at 82nd among 113 countries and regions, indicating a low proficiency in English First (2023). The obstacles EFL learners encounter in effectively using a second or foreign language are significant, given the complex interplay of various factors during the learning process (Hu & AlSaqqaf, 2024). What is worse, ethnic minority students, in the process of learning English, face challenges stemming from language transfer from their native languages and Chinese, making the difficulty level naturally higher than that for Han (Majority) Chinese students. Various English proficiency tests revealed that ethnic minority learners lag far behind their counterparts of the Han Chinese (Yang & Wu, 2009; Liu, 2020).

Since Asian participants tended to report lower levels of foreign language enjoyment (FLE) and higher levels of foreign language classroom anxiety (Dewaele & MacIntyre, 2014), the level of FLE of Chinese learners with intermediate and low English proficiency) is much lower than the international samples (Su & Long, 2022), and the emotional experiences of Chinese foreign language learners in classrooms differ noticeably from those of learners in other parts of the world (Jiang & Dewaele, 2019); there is a pressing need to conduct research specifically focused on the relationship between FLE and English Achievement among Chinese ethnic minority college students. The unique cultural and contextual factors influencing the educational experiences of Chinese ethnic minorities may contribute to variations in the interplay between enjoyment and achievement. Such research can shed light on this demographic's specific challenges and opportunities, informing tailored strategies to enhance language learning outcomes and contribute to a more inclusive understanding of the dynamics between affective variables and academic success in Chinese education.

2. Literature Review

The ensuing literature review will focus on FLE, EI, multilingualism, and English achievement, offering an in-depth understanding of the subject matter.

2.1 Foreign Language Enjoyment

Recently, there has been a growing interest in integrating positive psychology principles into Second Language Acquisition (SLA) research (MacIntyre et al., 2016; MacIntyre & Mercer, 2014). Positive psychology is defined as the scientific study of what goes right in life

(Peterson, 2006). Positive psychology seeks to understand the factors contributing to psychological well-being and aims to help individuals and communities thrive and flourish (Fredrickson, 2003; Seligman & Csikszentmihalyi, 2000). When applied to the context of foreign language (FL) learning, positive psychology can be redefined as examining what goes well in the language classroom. Researchers have increasingly shifted their focus to explore positive emotions associated with second language (L2) or foreign language (FL) acquisition.

Research on positive emotion, especially FLE, has significantly increased recently. FLE can be described as an emotional state that arises when language learners surpass their expectations and achieve something unexpected or novel. Enjoyment refers to the sense of satisfaction and reward generated from the activity and the outcome of the activity (Ainley & Hidi, 2014). It is a complex emotion encompassing various dimensions, including the perception of challenge and one's perceived ability, reflecting the human drive for success when facing challenging tasks (Dewaele & MacIntyre, 2016). In essence, FLE represents the positive emotions that learners experience when overcoming learning obstacles, completing academic assignments, and fulfilling their psychological needs during foreign language learning.

FLE significantly promotes foreign language learning by encouraging learners to creatively explore unfamiliar linguistic and cultural contexts (Dewaele & MacIntyre, 2016). Recent research has shown that FLE has a positive impact on the foreign language (FL) classroom, contributing to better academic achievement (Li, 2020), accelerated development of comprehensibility (Saito et al., 2018), heightened motivation (Pavelescu, 2019; Saito et al., 2018), greater willingness to communicate in the target language (Dewaele, 2019; Khajavy et al., 2018). The heightened students' motivation and interest finally promote language skills, particularly proficiency in speaking. (Wilona et al., 2010; AlSaqqaf et al., 2023, Hu & AlSaqqaf, 2023). Research revealed that there was a moderate negative correlation between FLE and foreign language anxiety. In turn, moderate positive correlations were found between FLE and WTC, FLE and academic achievement, and FLE and self-perceived achievement (Botes et al., 2022). FLE was a significantly stronger predictor of the frequency of flow experience (Dewaele & MacIntyre, 2024). Although there is a growing interest in studying positive emotions in the context of language learning, it remains a relatively underexplored area (Pavelescu & Petrić, 2018).

Foreign Language Enjoyment and English Achievement

Research has shown that enjoyment and playfulness could enhance language learning by creating a psychologically safe environment that promotes the exploration of language and culture. Botes et al. (2020) concluded that FLE occurs when learners can respond appropriately to their psychological needs in the classroom. It is suggested that enjoyment might be the emotional catalyst that unlocks the language-learning potential of adults and children (Dewaele & MacIntyre, 2014). They discovered a positive association between perceptions of foreign language proficiency and FLE. Khajavy et al. (2018) and Dewaele et al. (2018) identified enjoyment as a significant predictor of increased willingness to communicate (WTC). Li (2018), Li et al. (2020), and Li (2020a, 2020b) investigated the

reciprocal relationships between English achievement and foreign language classroom emotions among Chinese EFL learners. Their findings indicated that English achievement, FLE, and foreign language classroom anxiety (FLCA) are not isolated factors but rather interrelated. In a study by Jiang and Dewaele (2019), a positive association was observed between English proficiency level (assessed through various English language skills tests) and FLE, while a negative relationship was identified between English proficiency level and FLCA among a cohort of 564 university students in China.

Despite some progress investigating the relationship between FLE and English achievement, there is a lack of research examining how cultural and multilingual factors may interact with FLE, creating a gap in understanding the contextual variations of this relationship. This study will deepen the research on a comprehensive understanding and informing targeted interventions to enhance language learning outcomes.

2.2 Emotional Intelligence

EI is an ability to perceive, assimilate, understand, and regulate emotions in the self and others to promote emotional and intellectual growth (Mayer & Salovey, 1997). It encompasses variations in how individuals perceive, recognise, comprehend, manage, and utilise their own emotions and the emotions of others (Petrides & Furnham, 2001). Emotional intelligence (EI) has been regarded as a fundamental element in the factors affecting adaptive behaviors within particular situations (Zeidner et al., 2012). According to Fiori and Maillefer (2018), the main characteristic of the ability approach is that EI is conceived as a form of intelligence. It specifies that cognitive processing is implicated in emotions, is related to general intelligence, and therefore, ought to be assessed through performance measures that require respondents to perform discrete tasks and solve specific problems (Freeland et al., 2008; Mayer et al., 2016; Mayer & Salovey, 1997). According to Fiori and Maillefer (2018), the main characteristic of the ability approach is that EI is conceived as a form of intelligence. It specifies that cognitive processing is implicated in emotions, is related to general intelligence, and therefore, ought to be assessed through performance measures that require respondents to perform discrete tasks and solve specific problems (Freeland et al., 2008; Mayer et al., 2016; Mayer & Salovey, 1997).

Evidence indicates a moderate association between EI and students' academic performance (MacCann et al., 2020; Sánchez-Álvarez et al., 2020). Since the process of learning a foreign language is emotionally charged for students (López, 2011; Dörnyei & Ryan, 2015; Mierzwa-Kamińska, 2021), managing and regulating students' emotions during foreign language learning is a crucial aspect (Oz et al., 2015). Yu et al. (2022) suggest there is a growing recognition of the pivotal role emotions play in language learning (Arnold, 2011), leading to a proliferation of emotional research within the field of foreign/second language learning (Liu, 2006; Imai, 2010; Dewaele & MacIntyre, 2014; Yu et al., 2015; Boudreau et al., 2018; Dewaele & Li, 2020).

Foreign language learning is an emotion-laden process intertwined with emotional and interpersonal interactions (MacIntyre, 2002). "Emotions might well be the factor that most influences language learning, and yet is the least understood by researchers in second

language acquisition (SLA)” (Scovel, 2000, p. 140). Moreover, research shows that the emotional experiences of Chinese foreign language learners in classrooms differ noticeably from those of learners in other parts of the world. (Jiang & Dewaele, 2019).

The literature review reveals that although some research has been carried out on single variables, FLE and EI, the interplay and relationship between these factors remain unknown and merit further investigation. Based on broaden-and-build theory (BBT), this study will explore the moderating role of EI in the relationship between English FLE and achievement among ethnic minority college students in a Chinese multilingual context. This study seeks to gain deeper insights into the complex dynamics that shape language learning experiences in a multilingual setting among ethnic minority college students in China.

2.3 Multilingualism

Multilingualism is a complex phenomenon that can be studied from different perspectives in disciplines. The European Commission (2007) gives the well-known definition of multilingualism: "the ability of societies, institutions, groups, and individuals to engage, regularly, with more than one language in their day-to-day lives." Some researchers use the term bilingual for users of two languages and multilingual for three or more (DeGroot, 2011). Li (2008) defined a multilingual individual as anyone who can communicate in more than one language, be it active (through speaking and writing) or passive (through listening and reading). In this study, multilingualism is a phenomenon. Ethnic minority college students are considered multilingual because they typically speak multiple languages, including their native ethnic language, Mandarin Chinese (the official language of China), and English (taught as a part of the education system). This multilingual capability arises from their unique cultural and educational backgrounds, enabling them to navigate and switch between different languages in various contexts.

Multilingualism has been linked to advantages in acquiring additional languages, as multilingual individuals possess a broader linguistic repertoire and more experience as language learners (Cenoz, 2013). Based on Botes et al. (2020), individuals who were more multilingual and self-perceived as proficient in foreign languages reported significantly higher levels of FLE and lower levels of Foreign Language Classroom Anxiety. Some other studies have reported a higher degree of multilingualism being associated with greater FLE (Dewaele & MacIntyre, 2014; Dewaele et al., 2022), while others have found no statistically significant association (Dewaele et al., 2018).

Dewaele and Botes (2020) proposed that multilingualism and multiculturalism can influence personality to some extent. In a study by Alqarni and Dewaele (2018), bilinguals scored significantly higher than monolinguals on EI, suggesting the existence of a potential (modest) bilingual emotional advantage. Another study by MacCann et al. (2020) showed that samples with more enormous proportions of multilingual minorities might exhibit a stronger association between EI and academic achievement; low EI could present a greater barrier in a disadvantaged environment, where EI is essential for dealing with daily challenges, compared to a more supportive environment.

2.4 Theoretical Framework

There has been a growing interest in integrating positive psychology principles into Second Language Acquisition (SLA) research (MacIntyre et al., 2016; MacIntyre & Mercer, 2014). Positive psychology is defined as the scientific study of what goes right in life (Peterson, 2006). When applied to the context of foreign language (FL) learning, positive psychology can be redefined as examining what goes well in the language classroom. Researchers have increasingly shifted their focus to explore positive emotions associated with second language (L2) or foreign language (FL) acquisition. This shift is significant because learners do not only experience negative emotions like anxiety, worry, or anger during their language learning journey but also positive emotions such as enjoyment, satisfaction, and a sense of achievement (Gkonou et al., 2017; MacIntyre & Vincze, 2017).

The crucial significance of experiencing enjoyment in learning a foreign language is rooted in the Broaden-and-Build Theory of positive emotions (Fredrickson, 2001). This theory posits that positive emotions have the potential to expand learners' activities and enhance their perseverance (Pekrun et al., 2002; Zhang et al., 2020), while negative emotions may impede learners' adaptability, engagement, and language proficiency (Zhang et al., 2020). Consequently, adept management of negative emotions is crucial to learners' learning outcomes and well-being.

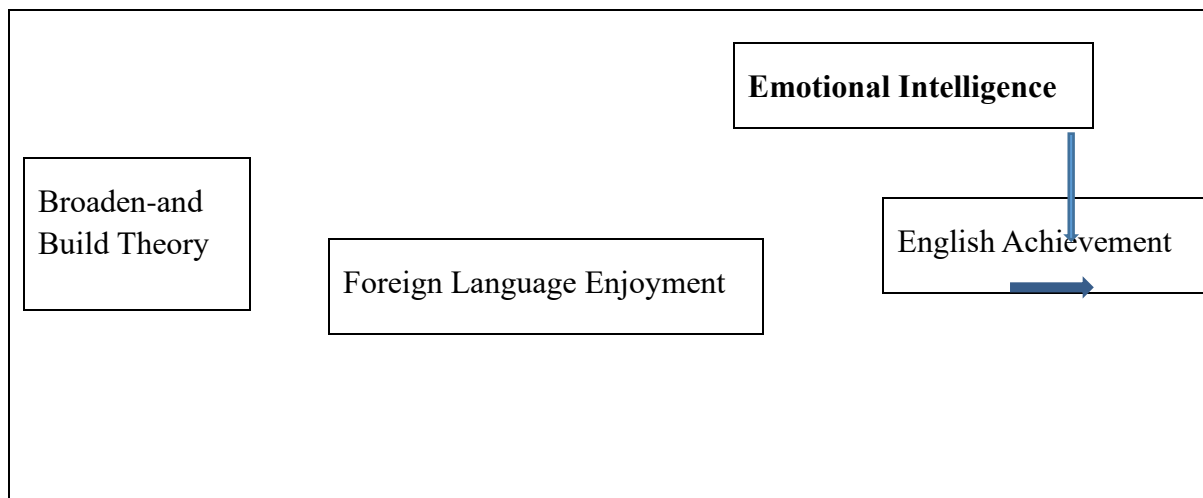


Figure 1: Theoretical framework

The Broaden-and-Build theory was developed to describe the form and function of a subset of positive emotions, including joy, interest, contentment, and love (Fredrickson, 1998). According to this theory, experiences of positive emotions can broaden individuals' awareness and stimulate novel and exploratory thoughts and actions, gradually building up skills and personal resources over time (Fredrickson, 2001). Fredrickson contends that positive emotions can contribute to human flourishing and overall well-being by expanding thought-action repertoires, which, in turn, can serve as effective remedies for the lingering effects of negative emotions (Fredrickson et al., 2000). Consequently, people cultivate these positive emotions not only as an end in themselves but also as a means to achieve psychological growth and improved mental and physical well-being over time (Fredrickson,

2004).

Fredrickson (2004) outlined the three core propositions of the Broaden-and-Build Theory of positive emotions, which can be applied in this study: (a) Positive emotions undo the lingering effects of negative emotions. (b) Positive emotions enhance psychological resilience. (c) Positive emotions build personal resources. Firstly, positive emotions help individuals recover from negative emotions by reducing the physiological and psychological impacts of negative experiences. Experiencing enjoyment can counteract the stress and anxiety caused by previous negative events. This study focuses on emotional regulation, examining how individuals in a multilingual context in China use positive emotions to alleviate the lasting effects of negative emotions. This setting is particularly relevant, as the complexity of navigating multiple languages and cultures may amplify both the challenges and the benefits of emotional regulation. Secondly, positive emotions also strengthen psychological resilience, specifically, the ability to adapt and cope with stress and adversity. They enhance the resilience of ethnic minority students who acquire their mother tongue (L1) first, then Chinese (L2), and then English (L3), enabling them to handle challenges and difficulties more effectively in English learning. Lastly, positive emotions contribute to the development of various personal resources, including cognitive resources (e.g., knowledge and skills) and social resources (e.g., relationships). Positive emotions enhance cognitive resources by fostering an open and flexible mindset, which facilitates learning and creativity. This supportive social environment is particularly beneficial for ethnic minorities in China in the context of English study. Positive emotions can encourage collaborative learning, where students help and motivate each other, share resources, and practice language skills together. This social support can enhance language acquisition as students feel more confident and engaged in learning.

2.5 Conceptual Framework

The following conceptual framework outlines the EI, FLE, English achievement and their relationships in the study, providing a clear visual representation of the theoretical foundation.

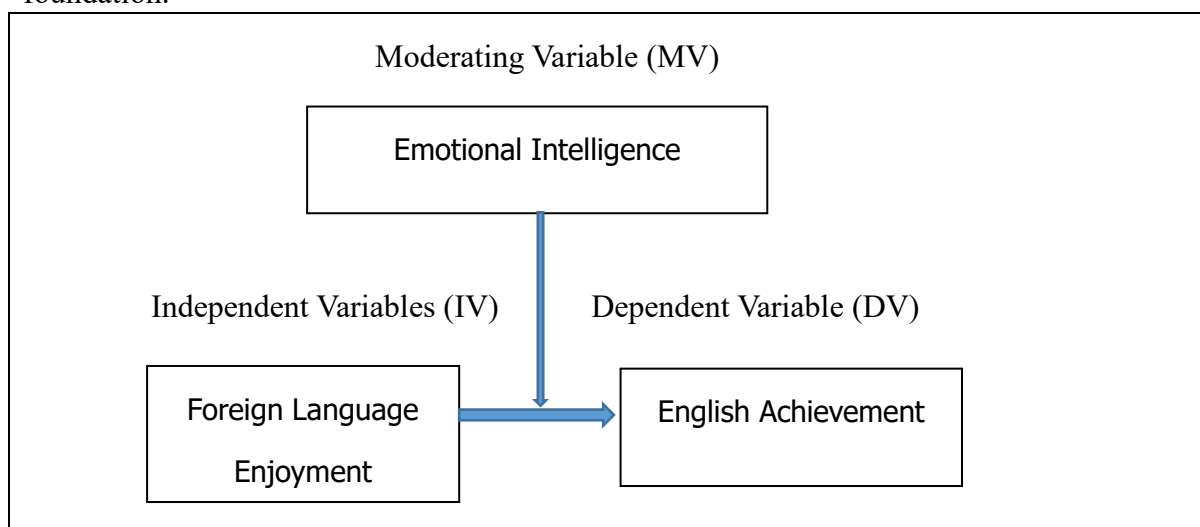


Figure 2: Conceptual framework

This study proposes that FLE is the independent variable (X), representing a primary facilitator of English learning. The hypothesis posits that a high level of FLE leads to increased engagement, effort, and persistence in language learning, resulting in enhanced English achievement (Y).

EI (M) acts as a moderator that influences the strength and nature of the relationship between FLE (X) and English achievement (Y). It acts as a third variable that influences and potentially alters the direction and strength of the relationship between FLE and English achievement. This moderating variable will be assessed by examining regression coefficients; it can amplify or weaken the ties between FLE and English achievement.

3. Research Questions

1. What are the levels of EI, FLE, and English achievement among the ethnic minority college students in Yunnan province?
2. How does FLE affect English achievement among ethnic minority college students in Yunnan province?
3. Does EI moderate the relationship between FLE and English achievement among ethnic minority college students in Yunnan province?

4. Methodology

The quantitative method will be used to collect and analyse data. Two questionnaires will be conducted among 382 minority college students from universities in Yunnan province to assess the level of EI, English FLE, and English achievement. All participants are between 18 and 21 years old. This quantitative data helps identify relationships between these variables on a broader scale.

Instrument

In this study, the EI questionnaire and English FLE questionnaire will be used. The emotional intelligence questionnaire (total 35 items) was adapted from the two widely used questionnaires in educational research settings: 28 items are from Schutte et al. (1998) and seven from the Wong and Law (2002) Emotional Intelligence Scale, with four constructs of self-emotional appraisal (SEA), other emotional appraisal (OEA), use of emotions (UOE) and regulation of emotions (ROE). The English foreign language enjoyment questionnaire (15 items) was adapted from the FLES of Dewaele and MacIntyre (2014), which consists of three subscales (FLE-Private, FLE-Teacher, and FLE-Atmosphere).

English achievement instrument in this study is the standardised test for English achievement Band 4 for non-English majors in China. The CET is widely recognised in China as a measure of English proficiency and is often required by universities and employers as a prerequisite for admission or employment.

Sample

A sample size of 382 ethnic minority college students will be selected based on Krejcie and

Morgan's (1970) formula in China. All of the participants are between 18 and 21 years old, covering a wide range of disciplines and diverse ethnic minorities.

The general level of EI, FLE, and English achievement and the effect of FLE on English achievement will be tested by SPSS Descriptive analysis, and the moderating effects of EI on the relationship between FLE and English achievement will be tested by SPSS Inferential analysis and linear regression.

5. Discussion

The rationale behind proposing the conceptual framework of this study lies in understanding the multifaceted nature of language learning, particularly in the context of Chinese ethnic minority college students. The primary variables under investigation are EI as a moderating factor, FLE, and English achievement. This study aims to elucidate how these variables influence language learning outcomes. FLE is considered an independent variable that significantly impacts English achievement, the dependent variable, while EI is hypothesized to moderate this relationship. The significance of this paper stems from its potential to highlight the intricate dynamics between affective factors and academic performance, offering insights into how emotional and motivational aspects can be leveraged to enhance language learning.

Relating to this study, previous research has consistently shown that positive emotions, such as enjoyment, play a crucial role in learning success. Studies have demonstrated a positive correlation between FLE and academic achievement, suggesting that students with higher FLE in learning are more likely to be motivated and achieve higher proficiency. However, the moderating role of EI in this relationship has not been extensively explored, particularly in multilingual and multicultural contexts like China. This study addresses this gap by examining how EI influences the relationship between FLE and English achievement among ethnic minority students. The research design utilises a quantitative approach, employing validated questionnaires to measure FLE, EI, and English achievement. This methodological choice is justified as questionnaires provide a reliable and efficient means to capture the complexities of emotional and affective variables and their interrelationships. By highlighting the importance of EI, this study contributes to a deeper understanding of how emotional factors can enhance the effectiveness of language education, particularly in diverse linguistic settings.

6. Conclusion

This study explores the moderating role of EI in the relationship between FLE and English achievement among Chinese ethnic minority college students. The conceptual framework proposed by this study suggests that FLE significantly predicts English achievement and this relationship is strengthened by higher levels of EI. Relevant literature revealed that students with high EI are better equipped to harness positive emotions, maintain motivation, engage effectively in learning activities, and build supportive social networks, all of which contribute to improved academic outcomes. These insights emphasise the importance of fostering FLE and EI in educational settings, exceptionally multilingual and multicultural contexts.

In conclusion, this study underscores the significant interplay between FLE, EI, and English achievement, highlighting the need for a holistic approach in language education that incorporates both emotional and affective dimensions. Educators can enhance students' language learning experiences and outcomes by fostering an engaging and supportive learning environment, particularly in diverse and multilingual settings.

References

- Ainley, M., & Hidi, S. (2014). Interest and enjoyment. *In International Handbook of Emotions in Education* (pp. 215-237). Routledge. eBook ISBN9780203148211
- AlSaqqaf, A., Zhang, X., & Sharif, S. (2023). Investigating self-concept in EFL pronunciation among Chinese non-English major learners at a public university in China. *International Journal of English Language and Literature Studies*, 12(2), 117-129. <https://ideas.repec.org/a/asi/ijells/v12y2023i2p117-129id4757.html>
- Botes, E. L., Dewaele, J. M., & Greiff, S. (2020). The power to improve: Effects of multilingualism and perceived proficiency on enjoyment and anxiety in foreign language learning. *European Journal of Applied Linguistics*, 8(2), 279-306. <https://doi.org/10.1515/eujal-2020-0003>
- Botes, E., Dewaele, J. M., & Greiff, S. (2022). Taking stock: A meta-analysis of the effects of foreign language enjoyment. *Studies in Second Language Learning and Teaching*, 12(2), 205-232. <http://dx.doi.org/10.14746/ssllt.2022.12.2.3>
- Cenoz, J. (2013). Defining multilingualism. *Annual review of applied linguistics*, pp. 33, 3-18. <https://doi.org/10.1017/S026719051300007X>
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30(3), 607-610. <https://doi.org/10.1177/001316447003000308>
- Dewaele, J. M., & MacIntyre, P. D. (2014). The two faces of Janus? Anxiety and enjoyment in the foreign language classroom. *Studies in second language learning and teaching*, 4(2), 237-274. <https://eprints.bbk.ac.uk/id/eprint/10592/>
- Dewaele, J.-M., P. D. MacIntyre, C. Boudreau, & L. Dewaele. (2016). "Do Girls Have all the Fun? Anxiety and Enjoyment in the Foreign Language Classroom." *Theory and Practice of Second Language Acquisition* 2(1), 41-63. <https://www.ceeol.com/search/article-detail?id=415141>
- Dewaele, J. M., & MacIntyre, P. (2024). "You cannot start a fire without a spark." Enjoyment, anxiety, and the emergence of flow in foreign language classrooms. *Applied Linguistics Review*, 15(2), 403-426. <https://doi.org/10.1515/applirev-2021-0123>
- EF English Proficiency Index (EF EPI), 2023. <https://www.ef.com/wwen/eipi/>

- Fredrickson, B. L. (2003). The value of positive emotions. *American Scientist*, 91(4), 330-335. <https://www.jstor.org/stable/27858244>
- Hu, K., & AlSaqqaf, A. (2024). Chinese business English undergraduates' speaking proficiency: A developed-module effect. *International Journal of Evaluation and Research in Education*, 13(5), 3579-3586. <http://dx.doi.org/10.11591/ijere.v13i5.29624>
- Hu, K., & AlSaqqaf, A. (2023). Needs Analysis for Developing a Teaching Speaking Module for Chinese EFL Business English Undergraduates from the Teachers' Perspective: Assessing the Validity and Reliability. *International Journal of Academic Research in Progressive Education and Development*, 12(4). <https://ijarped.com/index.php/journal/article/view/818>
- Jiang, Y., & Dewaele, J. M. (2019). How unique is the foreign language classroom enjoyment and anxiety of Chinese EFL learners? *System*, 82, 13-25. <https://doi.org/10.1016/j.system.2019.02.017>
- Li, C. (2020). A positive psychology perspective on Chinese EFL students' trait emotional intelligence, foreign language enjoyment and EFL learning achievement. *Journal of Multilingual and Multicultural Development*, 41(3), 246-263. <https://doi.org/10.1080/01434632.2019.1614187>
- Li, C., Dewaele, J. M., & Jiang, G. (2020). The complex relationship between classroom emotions and EFL achievement in China. *Applied Linguistics Review*, 11(3), 485-510. <https://doi.org/10.1515/applirev-2018-0043>
- MacIntyre, P. D., & Mercer, S. (2014). Introducing positive psychology to SLA. *Studies in Second Language Learning and Teaching*, 4(2), 153-172. <https://www.cceol.com/search/article-detail?id=79512>
- Pavelescu, L. M., & Petric, B. (2018). Love and enjoyment in context: Four case studies of adolescent EFL learners. *Studies in Second Language Learning and Teaching*, 8(1), 73-101. <https://www.cceol.com/search/article-detail?id=624892>
- Saito, K., Dewaele, J. M., Abe, M., & In'nami, Y. (2018). Motivation, emotion, learning experience, and second language comprehensibility development in classroom settings: A cross-sectional and longitudinal study. *Language Learning*, 68(3), 709-743. <https://doi.org/10.1111/lang.12297>
- Seligman, M. E., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction (Vol. 55, No. 1, p. 5). *American Psychological Association*. <https://doi:10.1037//0003-066X.55.1.5>
- Sheng, (2012). On English Education and Learning, *English on Campus*. <https://doi.org/10.1177/13670069070110040301>
- Su, H. (2022). Foreign language enjoyment and classroom anxiety of Chinese EFL learners with intermediate and low English proficiency. *Journal of Language Teaching and Research*, 13(1), 101-109. <https://doi.org/10.17507/jltr.1301.12>
- Wei, R. N., & Su, J. Z. (2008). Zhongguo neidi waiyu shiyong qingkuang diaocha fenxi. An

analysis of foreign language use in Mainland China.’ *Zhongguo Shehui Yuyanxue. The Journal of Chinese Sociolinguistics*, (2), 9-24.

Acknowledgments

Not Applicable.

Funding

Not Applicable.

Competing interests

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Informed consent

Obtained.

Ethics approval

The Publication Ethics Committee of the Macrothink Institute.

The journal’s policies adhere to the Core Practices established by the Committee on Publication Ethics (COPE).

Provenance and peer review

Not commissioned; externally double-blind peer reviewed.

Data availability statement

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

Data sharing statement

No additional data are available.

Open access

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.