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**THE IMPACT OF EMOTIONS ON FOREIGN LANGUAGE LEARNING
ENGLISH DEPARTEMENT STUDENTS OF ADRAR UNIVERSITY AS A CASE STUDY**

**Dissertation submitted in Partial Fulfilment forthe Requirements of a Master Degree in
Linguistics & Didactics**

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Dedication

This humble work is dedicated to:

My beloved mother, the greatest woman alive, may Allah prolong her life, who has always supported me in every way possible.

To my great father, for his material and firm spiritual support, without him, I would not be who I am.

To all my family, particularly to my sweet little brothers and my lovely sister.

To my grandmothers and my grandfathers.

To all my dearest aunts and uncles.

Finally, this work is dedicated to all my relatives and friends.

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Abstract

Despite the existence of several studies on motives in foreign language learning and on emotions in education, little foreign language learning studies have looked between motivation and emotions that concern learners (Macintyre, 2002). This study is, therefore, aiming to find out if and how foreign language learners of English department at Ahmed Draia University are affected by emotional experiences. To fully grasp the emotional experiences that originate during classes and their impact on the motivation of foreign language learners, a qualitative study was conducted at Adrar University focusing on 100 English students. Data was gathered through personal interviews and a questionnaire. The results demonstrate how emotions of English students influence their FLL. Emotions, both negative and positive, have a positive impact, but also a negative impact. Participants reported emotional reactions mainly from teachers' behaviour and their teaching strategies. Negative experiences were channeled into motivational strategies by some students, and that proved to be helpful for both the learning process and personal development. The research highlights how important the emotional experiences of language learners are and how important they are in their motivational behaviour. Recommendations are made for teachers to help their students to undermine, if not to avoid, the negative impacts of emotional experiences on their learning process, and to promote positive emotions which help to motivate and enliven learning.

Keywords: Emotions, foreign language learning, emotional reactions, motivation.

Abstrait

Malgré l'existence de plusieurs études sur les motifs de l'apprentissage des langues étrangères et sur les émotions dans l'éducation, peu d'études sur l'apprentissage des langues étrangères ont examiné entre la motivation et les émotions qui préoccupent les apprenants (Macintyre, 2002). Cette étude vise donc à savoir si et comment les apprenants de langue étrangère du département d'anglais à l'Université Ahmed Draia sont affectés par les expériences émotionnelles. Pour bien comprendre les expériences émotionnelles qui prennent naissance pendant les cours et leur impact sur la motivation des apprenants de langues étrangères, une étude qualitative a été menée à l'Université Adrar en se concentrant sur 100 étudiants anglais. Les données ont été recueillies au moyen de récits personnels et d'un questionnaire. Les résultats démontrent comment les émotions des élèves influencent leur langue étrangère. Les émotions, à la fois négatives et positives, ont un impact positif, mais aussi un impact négatif. Les participants ont signalé des réactions émotionnelles principalement du comportement des enseignants et de leurs stratégies d'enseignement. Des expériences négatives ont été canalisées dans des stratégies de motivation par certains élèves, et cela s'est avéré utile à la fois pour le processus d'apprentissage et le développement personnel. La recherche souligne l'importance des expériences émotionnelles des apprenants de langues et leur importance dans leur comportement de motivation. Des recommandations sont faites pour que les enseignants aident leurs élèves à saper, sinon à éviter, les impacts négatifs des expériences émotionnelles sur leur processus d'apprentissage, et à promouvoir des émotions positives qui aident à motiver et à animer l'apprentissage.

Mots clé: émotion, l'apprenant de langues étrangères, réponse émotionnelle, motivation.

لغة أجنبية وحول المشاعر في إطار التعليم، إلا

القليل من الدراسات بحثت ما بين الدوافع ومشاعر المتعلمين. بناء على هذا، تهدف هذه الدراسة إلى معرفة ما إذا العاطفية أثر على طلبة اللغة الانجليزية لجامعة أحمد دراية في تعلمهم للغة أجنبية وكيفية ذلك.

لاستيعاب الانفعالات العاطفية التي تنشأ أثناء الحصص الدراسية وتأثيرها على تحفيز متعلمي اللغة الأجنبية، أجريه دراسية نوعية على مستوى جامعة أدرار تتمركز حول 100 طالب من طلاب اللغة الإنجليزية. تم ي البيانات عن طريق واستبيان. النتائج توضح كيفية تأثير المشاعر على طلاب اللغة الانجليزية كلغة أجنبية. العواطف الايجابية والسلبية على حد سواء لها تأثيرات إيجابية كما لها تأثيرات أخرى سلبية.

ن في هذه الدراسة أن معظم انفعالاتهم العاطفية كانت جراء سلوك الأساتذة وأساليب التدريس. بعض هؤلاء الطلبة استنبط أساليب تحفيزية من هذه الانفعالات السلبية والذي كان فعالا لكل من مرحلة التعلم والتنمية الشخصية. يبرز البحث مدى أهمية الانفعالات والتجارب العاطفية للمتمدرسين في اللغة الانجليزية كلغة أجنبية ومدى أهمية في سلوكهم التحفيزي. يتم تقديم بعض التوصيات للأساتذة لمساعدة طلابهم على تقويض، إن لم نقل تجنب، الآثار السلبية للتجارب والانفعالات العاطفية على عملية تعلمهم، وتعزيز المشاعر الإيجابية التي ها على تحفيز وتنشيط التعلم.

كلمات مفتاحية: عواطف، لغة أجنبية، انفعالات وتجارب عاطفية، حافز.

List of acronyms

FLL: Foreign Language Learning

SEL: Social and emotional learning

SLA: Second Language Acquisition

SLL: Second Language Learning

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General Introduction

There have been general recognition and acceptance that individual variables have a major impact on people. Some of these effective variables strongly affect everything that people do and especially the learning process. This study focuses on the crucial impact that emotions have on foreign language learning of English department students of Ahmed Draia.

Fredrickson states that an emotion starts with the perception of a person (2011). It comes from the processing of information to the conscious and unconscious level of an individual (Andries, 2011). Emotional experiences can affect the functioning of people, both positively and negatively. Fredrickson sees that emotions can expand understanding while Andries sees that negative emotions serve as an obstacle to information acquisition.

Studies show that people who are emotionally positive tend to succeed in life in general, including academics (Lyubomirsky, King, & Diener, 2005). Stiles states that people who are emotionally negative tend to lack the taste of achievements (2008).

The outline of the present study is as follows. In the theoretical background, which consists of Chapters 2 and 3, some of the scientific fields that are relevant to this study will be presented. Chapter 2 deals with the different concepts of the current study, clarifying the many terms and definitions that will be used. Under the field of psychology in Section 2.2.1, and under the field of language studies in Section 2.2.2 emotions will be characterised. Section 2.2.3 will be dedicated to clarifying some of the key concepts regarding emotions and FLL, and how there are used in this study. Section 2.3 will introduce a few previous studies of emotions in educational context. Chapter 3 will concentrate on emotions from a language learning point of view. The

section 3.2 will be discussing the different emotions that are related to the academic settings, whereas the next section, section 3.3, will be discussing how those emotions influence the language learning process.

Finally, Chapter 4 will tackle, in section 4.2, the methodology used. The findings of the study will be tackled in section 4.3. Effects of Emotional Experiences on Students' Motivation, language learning strategies and developing motivational strategies are discussed respectively in section 4.2.1, section 4.2.2 and section 4.2.3.

Statement of the Problem

In the pursuit of seeking the objective of this study, the following questions are answered:

- How are motivations of students to learn foreign language at Adrar University affected by the emotions they experience during class sessions?
 - a. What aspects impact the nature of those emotional experiences?
 - b. How are such emotional experiences connected to motivation?
- Are positive emotions, negative emotions and academic outcomes of students significantly connected?

The hypothesis of this study is that emotional experiences have an important function in motivational conduct of students of English students of Ahmed Draia University during classes.

Purpose of the Study

Although several types of research have been conducted on how emotions affect education, Dewaele states that emotions and their motivational effects need more studies in FLL (2005). There is an increasing agreement that motivation needs to be seen from an affective view; more studies require therefore to be conducted in the field of FLL (Dewaele, 2005).

The correlation between emotions and students' academic performance that this study will demonstrate will assist teachers to build an optimal climate for their students. Teachers can be more involved with students' emotions so that they can help them to have better understanding and better concentration.

This study will also help foreign language learners as it will demonstrate that their emotions are crucial for their learning process. Be it positive emotions or negative ones, they will all come in handy if a student wants to succeed.

CHAPTER 1 Fundamental Concepts

2.1 Introduction

Emotions are notoriously difficult to grasp scientifically. If people around us were asked whether they knew what emotions were, most of them would answer with “yes,” and they would even offer us examples, too. However, it is much less likely that they could provide a reasonably comprehensive definition or that their definitions would sound the same. So, it is important to get clarity about the definition of emotion and some of the terminology used in this study.

In this chapter, emotions will be discussed in the psychological side first, since they have been more fully studied within the psychological field than they have been in language studies; thus, there is a longer history of studying them in psychology than any other field. Then, the focus will shift to the educational side. Some key concepts and terms that heavily relate to the word emotion in the language learning aspect will be discussed afterward. Lastly, literature review and the different studies on emotions will be tackled.

2.2 Characterizing Emotions

2.2.1 Emotion in Psychology

Emotions are common to all individuals and they are also experienced every day. Certainly, no one definitely disputes the existence of emotions, but emotion researchers might only agree on that. People know what emotions are and can define what most of them are. Scientifically, however, what the term emotion really means is rather hard to describe.

Many scientists and researchers argue that emotions have been very hard to define, if not impossibly difficult (Matsumoto & Hwang 2012). Some claim that there

is no perfectly appropriate scientific definition (Scarantino, 2012); some claim that discovering a universal concept is indispensable to emotional studies (Izard, 2007). Emotional research has for quite a while been forgotten in psychology among other areas merely because emotions are viewed as too personal and biased, or simply too sophisticated for scientific study (Nummenmaa, 2010). Recent surveys have, however, shown that emotions are not different from any other behaviour which our body generates; as a matter of fact, they are parallel and can be analyzed as accurate as the movement of hands, the control of eating, consciousness or vision (Nummenmaa, 2010).

Emotions can emerge from sources such as speeches, songs, poetry, scents, or simply from our brains (Lewis, Haviland-Jones & Barrett 2008). Nevertheless, some highlight that emotions are more than simply "a secondary phenomenon of body and nervous procedures" or activity in our brain (Frijda 2008). Consequently, two distinct opinions seem to be at the heart of the emotional study. Emotions, on the one hand, are considered to be biological, and the evolutionary approach is therefore used; on the other hand, emotions are said to be originated in cultures, thereby the cultural approach is followed (Keltner et al. 2014). Although some emotion researchers support the first perspective while the others support the latter, most of them appear to recognise that emotions have both ends of the coin. Studies of Emotion have grown significantly over the last few years; however, it looks as though every paper on the topic emphasises that emotions are not commonly acknowledged or researched in the science domain.

Apart from differences, perhaps the nearest response to the definition of emotion still exists in psychology, where a number of investigators have researched the matter, perhaps even the biggest amount in all the scientific domains (Frijda 2008). Emotion study has taken on numerous turns in psychology, building on many theoretical models over the years (Frijda 2008). The exact answer to what an emotion

is as answered more than 100 years ago, in 1884, when then philosopher and psychologist William James wrote an article with the question as to its title (Solomon 2008). He stated that our emotions are caused by our interpretation of bodily reactions. He believed that, when an event occurs, our body reacts, and then we feel emotion after the brain interprets that physiological change; emotions happen as a result of physiological events such as muscular tension, increased heart rate, perspiration, dry mouth, and running (James, 1884)

In psychology, as Follen (1997) points out, emotion studies have a long tradition. Bodor (1997) goes so far as to claim that emotion is viewed as a privileged psychology topic for a long time, even though the first scholarly attempts were made in the domain of philosophy, by such familiar names as Socrates, Plato, Aristotle, and later Descartes, to comprehend what the word emotion could mean (Keltner et al. 2014). In addition, the role of emotions has acquired a greater interest in linguistic studies, especially in recent decades, which is very relevant to the current study. Possibly there are as many definitions of the word emotion as there are researchers in the psychology field or any other field.

Emotions were handled from various points of view in the psychology domain. Inchaurrealde says that there are no definite definitions of emotions in the domain of psychology since they can be seen in very distinct ways. In the same vein, Izard also concluded that experts cannot agree on the concept of emotion even though emotion research thrives in many disciplines and areas of expertise.

Having regard to all the opinions mentioned, it can, therefore, be obviously seen that researchers differ a lot about what emotion really is. To figure out how researchers thought about identifying the term emotion, Izard conducted an inquiry among 39 specialists in emotion studies (Izard 2007). The study showed, not surprisingly, that in fact, it is difficult to define emotion; on the other side, a follow-up

study proposed that the failure to agree on a unified concept didn't seem to stop substantial agreement on the defining aspects or elements and characteristics of emotions, because many researchers shared a mutual perspective of the elements and characteristics of emotions (Izard 2007).

Frijda indicates that all researchers of emotion should actually seek, through speaking and listening to others, to make interaction easier, attempting to know something other than one's own particular areas of study (2008).

2.2.2 Emotion in Language Studies

As mentioned previously, even in psychology where the topic was more extensively researched, let alone linguistic research, where it was almost entirely ignored until recently, the term emotion is not easily defined.

Omondi considers that the terms emotion and language have a straightforward connection when he says that the word emotion is like the word language, both of which are familiar words to the point that they are accepted as fact, but they are very difficult to define themselves as scientific concepts (1997).

In language learning, dictionaries are frequently used by individuals when they encounter words which they are not acquainted with, and therefore this seems to be a suitable research point for knowing the word emotion from a perspective of language learning. The definitions of the dictionary can be considered more semantic than true phenomenon definitions, but since native speakers, for example, use dictionaries as references, they also have valid information on the term for the purpose of this study. The term emotion is defined by the Collins English language dictionary (1987) as, first, an emotion is a feeling such as fear, love, hate, anger, or jealousy, which can be caused by the situation that you are in or the people you are with; second, emotion is the part of a person's character that consists of their feelings as opposed to their thoughts. The Penguin English Dictionary's (1992) approach to

define the term is mildly distinct and concise, saying that emotion is, first, an excitement; second, a mental and physical reaction (e.g. anger, fear, or joy) marked by strong feeling and often physiological changes that prepare the body for immediate vigorous action.

The term emotion derives from the term "émotion" of Middle French, which implies "a (social) shifting, excitement, disturbance." Every day we experience many distinct emotions, such as love, anxiety, happiness, and sorrow. Emotion on its own implies "the manifestation of sensation," as a musician that performs with emotion, or an actor with an emotional face.

Nevertheless, words can never catch the core of emotions as our feelings do. In the same way that a blind person cannot really understand the meaning of the word red, words cannot be used to explain primarily raw emotional experiences. (Panksepp 2008)

2.2.3 Central Concepts

It can be very difficult to define certain core notions and concepts in language learning and its emotional aspects. First, in language learning studies, the word affect has traditionally been used more commonly and has a broader significance than the term emotions. Arnold and Brown (1999) used the term broadly, including "emotion, feeling, mood or behaviourally based attitude". Stevick also used the term in even more widespread sense and stated that the affect a person has on a matter, an action, a circumstance or an experience is how it complies with their needs or objectives and its effect on their emotions (1999). Stevick thus distinguished emotions from affect however admitted the role of emotions by stating that emotions are usually responses to how the different demands and intentions of an individual are fulfilled or not fulfilled (1999).

This implies that if an individual doesn't feel competent in language learning, emotions such as anger or physical signs, such as sweating, can result (Stevick 1999); however, the two terms affect and emotion need not be differentiated and are therefore regarded as equal for the purposes of this research. This implies that the characteristics of the word affect also apply for this research when using the word emotion. To clarify the choice of words in this study, the words affect, feeling and emotion will be regarded as equivalent and used interchangeably.

The difference between emotions and the concepts of mood and temperament, however, is crucial to emphasize. Whilst emotions are short-lived responses to events of personal importance, moods are prolonged, more diffuse sensations and their causes may not be recognizable for an individual. Moods do not have the capacity for particular actions like emotions do, partially because emotions are at the foreground of conscious experience while moods work in the background. Moods are the most prevalent experience, being shaped and formed subtly by at least one mood every day. In broader terms, temperament involves a stable inclination to experience certain moods and feelings.

Secondly, since this study is based on foreign studies mostly done in the USA, it is essential to clarify the differences between the terms second language learning, second language acquisition, foreign language learning and their respective abbreviations SLL, SLA, and FLL, as well as the term L2 learning. In this study, the terms FL and L2 are used interchangeably to refer to the learning of non-native language, a language originally from another country than the learner, which is also the choice made by Ellis (1985), and Mitchell and Myles (2004), thus the two phrases mean virtually the same.

Although SLA and FLL or SLL are distinct concepts, most authors and experts, particularly in the United States, use them on an interchangeable basis in

practice. "No distinction is made between acquisition and learning, the two terms being used interchangeably" (Ellis, 1994).

It is the same in respect of the FL to SL/L2 difference. A foreign language is a language which is not a native language in a country. It is learnt as a classroom topic, but is not used in society as a means of communication or instruction. A SL/L2 is a language which is also not a native language in a country, but it is commonly used in communication. It is the word used in society to define a native language as learnt by those who have another first language in that community. Despite this difference, these two terms can be interchanged: "In North America, applied linguists' usage of foreign language and second language are often used to mean the same" (Richards, Platt and Webber, 1985:108).

2.3 Theoretical Framework

2.3.1 Theories of Emotions

The significance of the close link between learning and emotion is not recent, but the ancient Greek thinkers, leading psychologists and pioneering educators in history already have stressed this significance (Hascher, 2010). Although the connection between learning and emotion is evident, it is very little understood and recognized. For many years, learning has been analyzed primarily in terms of cognitive and motivational factors to gain a more in-depth view of the complex field of learning, thus the affective processes, during the development of learning theories, were overlooked (Hascher, 2010). Theories and models of latest studies on emotions in learning, however, like a socio-cognitive model of the development of academic emotions (Goetz et al., 2006) and control-value theory of achievement emotions (Pekrun et al., 2007) are evidence of the growing focus on emotions in language teaching and learning.

However, several scholars have identified that studying a foreign language is above all an emotionally oriented task (Imai, 2010). Ellis (1994) has recognized the affect as a key element of personal variations which has a close relationship with FLL. Schumann (1997) submitted accordingly that the affect is linked to the degree of motive and values that students show throughout language learning. In Schumann's opinion, because emotions involve assessments which generate some cognitive processing, alterations in cognitive activity are said to result.

Therefore, the interplay between emotional experiences and other external variables can estimate the level of achievement in language learning. In Bolitho, et al. (2003), it was asserted that one of the key values for developing language awareness is that most students learn best while being active and willing to spend effort and attention in the learning process. Along the same line, MacIntyre (2002) argued that the distinction between engaged and unengaged students can be identified by emotions during the language learning phase.

Taking the previously mentioned considerations into account, this study, which addresses Fredrickson's (2004) "Broader and Building Theory of Positive Emotions," aims to highlight the importance of positive and negative emotions in the field of language learning.

The theory describes the shape and function of a subset of positive emotions that include happiness, pleasure, enjoyment, and love (Fredrickson, 1998, p. 300). It assumes that experiences of positive feelings can increase the consciousness of people, encourage new and exploratory ideas and behaviour, and increase skills, abilities and personal resources over time (Fredrickson, 2001).

Positive emotions broaden people's momentary thoughts and actions trends; it expands the set of thoughts and behaviours of people in one's mind. For instance, interest is a positive emotion that brings respective results to a person when

experienced. Interest opens and widens one's mind in search of knowledge. Negative emotions, on the other hand, such as sadness and boredom, conflict with one's momentary thoughts and actions trends, which restrict the mind. Nevertheless, Positive emotions may work as a remedy for negative emotional impacts.

2.3.2 Literature Review

There has not been a thorough study of emotions and language learning, even though an increasing percentage of researchers are interested in merging the two fields. In one book, Pekrun and Schutz (2007) have brought together a broad range of academics and presented various theoretical views, surveys and studies, which include emotions in education for both learners and educators. In the final chapter of the book, Pekrun and Schutz offer some recommendations as to how to promote and progress our theoretical thinking on emotion in education, but also what and how to empirically study a matter. They see, for example, many emotional types of research and surveys focus exclusively on one single emotion; e.g. test anxiety. In their perspective, it is then necessary for researchers to discuss, interact and interchange ideas pursuing divergent methods and approaches. Fresh insights that enrich the current studies are needed. This is what the current research is aimed at in its small effort, to look at emotions in language learning from a mildly distinct perspective from previous ones and to include all the emotions listed in the data, both positive and negative, in the analysis.

2.4 Conclusion

The role of emotions has acquired a greater interest in linguistic studies, especially in recent decades. Possibly there are as many definitions of the term emotion as there are researchers in the psychology field or any other field. The term, however, is not easily defined even in psychology where the topic was more extensively researched.

Emotions were handled from various points of view in the psychology domain. There are no definite definitions of emotions in the domain of psychology since emotions can be seen in very distinct ways. Experts cannot agree on the concept of emotion even though emotion research thrives in many disciplines and areas of expertise.

Besides the definition of the term emotion, it can be very difficult to define certain core notions and concepts in language learning and its emotional aspects. The term emotion is used interchangeably with the terms affect and feeling, whilst it's distinguished from the terms mood and temperament. Additionally, the terms FLL, SLA and SLL mean virtually the same for the purpose of this study.

The significance of the close link between learning and emotion is not recent. Although the connection between learning and emotion is evident, it is very little understood and recognized. However, theories and models of latest studies on emotions in learning, like a socio-cognitive model of the development of academic emotions, control-value theory of achievement emotions and broader and building theory are evidence of the growing focus on emotions in language teaching and learning.

CHAPTER 2 Emotions and Language Learning

3.1 Introduction

Emotional states could have incredible influences on education and learning. In the field of language learning, research into a wide range of emotions experienced in the academic environment appears of great importance, since learning and achievement are major sources of human emotions nowadays. This chapter puts focus on emotions from a language learning perspective.

3.2 Emotions in Academic Settings

During lessons, assessments, and examinations, students experience lots of emotions. Although these emotions can be intense and frequent, they can be either positive or negative. Some of these emotions come from life outside the school into the classroom. However, many of them emerge from academic environments. Four groups of academic emotions are particularly relevant to learning for students.

In their path of academic learning, students generally experience distinct feelings. These feelings, both positive and negative, lead to positive or negative study results. The contribution of these emotions to teaching and the educational achievements differ as much as they differ in their nature and origin. It is presumed that the general effect of feelings rely on the interacting mechanisms such as behavioral, psychological, and motivational mechanisms. The emotions that fall under the umbrella of positive emotions are: pleasure, excitement, hope, relief, pride, gratitude, and admiration, whilst the negative ones include: anxiety, disappointment, sorrow, envy, anger, hopelessness, guilt, boredom, and contempt. Learners will learn vital abilities in life such as creativity as a consequence of studying their emotions and thoughts. In order to develop such capacities in the learners that promote

constructional thinking and wise action, Nelson and Low (2005) emphasize the significance of emotional comprehension.

3.2.1 Achievement Emotions

They are tied to achievement activities or achievement outcomes (Pekrun, 2006). They are essential as they mediate efficient learning through the influence of achievement correlations, including cognitive, motivational and behavioral variables. (Pekrun & Perry, 2014). Positive activating feelings, such as pleasure, focus on accomplishment, maintain cognitive resources, and motivate profound learning (Meinhardt & Pekrun, 2003). These emotions, therefore, have a positive relationship to education and accomplishment (Villavicencio & Bernardo, 2013). However, negative activating emotions such as anxiety are anticipated to lessen cognitive resources, lessen attention to the task, lessen motivation and lead to more surface learning (Turner & Schallert, 2001). As a consequence, negative activating emotions have a negative relationship to education and accomplishment (Dettmers et al., 2011).

3.2.2 Epistemic Emotions

They are the emotions involved in the process of knowing, for example, confusion, frustration, boredom when the incongruity cannot be resolved or enjoyment and delight when the problem is solved (Kang et al., 2009). Appraisals of the positive value of an epistemic activity should promote positive epistemic emotions (curiosity, enjoyment) and reduce boredom (D'Mello et al., 2014).

3.2.3 Topic Emotions

They relate to the subjects presented in the courses, for example, compassion and sympathy with the destiny of characters embodied in a novel and the delight of an art classroom painting. Positive as well as negative topic emotions can trigger an interest in learning material among students.

3.2.4 Social Emotions

They relate to teachers and peers in the classroom, such as empathy, admiration, envy, or embarrassment. The complexity of these emotions makes them particularly significant in group learning as well as in interactions between teachers and students.

Social emotions promote effective social relationships by two main ways: they encourage individuals to participate in social interactions, and they boost people's probability of complying with social standards needed for group living. When such are breached, individuals are consequently encouraged to behave in the framework of social-acceptable behaviour, thus decreasing the danger of social exclusions and encouraging beneficial social interactions. Furthermore, prolonged social sentiments decrease the chances of repeating those breaches.

3.3 The influence of Emotions on Language Learning

Emotions are often considered as irrational or non-intellectually controlled feelings. They, however, are complex states of mind and body that consist of physiological responses, as well as cognitive and behavioural reactions to situations that can be managed and guided. Cognitively, people interpret an event as sad, dangerous, joyful, etc. Physically, a sad situation can cause tears, or a potentially harmful situation could lead to an increase in heart rate. Behaviourally, people look for help in the face of danger and seek comfort when they feel sad and sorrow.

The important connection between emotions, thoughts, and actions is critical to recognize. Additionally, students must be taught that emotions can be managed, regulated, and controlled to a certain degree. In this section, we first tackle the ways in which emotions influence learning; we then consider the importance of emotional management and the development of emotional intelligence in the classroom.

3.3.1 How Emotions Affect the Learning Process

Our emotional state can influence our way of thinking. According to Boekaerts (1993), when learners are secure, pleased and enthusiastic about the topic, they study and progress more effectively. While emotions may stimulate students' thinking, emotional states may interfere with learning as well. When students are over-enthusiastic or excited, they can work recklessly or rapidly instead of working methodically or cautiously. Furthermore, emotions like sorrow, anger, and anxiety may distract the efforts of students by interfering with their ability to execute the tasks they perform.

Emotions can interfere in a number of ways with students' learning, including restricting the capacity to balance emotional problems with class work, causing anxiety especially about coursework, and provoking emotional reactions and responses to classroom activities. First, learners use their intellectual assets when their emotions are enhanced (Hertel & Rude, 1991). Some learners can have trouble learning because they have distracting thoughts and memories in their minds. For instance, a troubled student might be wallowing in sorrow that little mental space is left to think about things other than that sad memory. If learners are dealing with emotions, they may not have adequate resources left to concentrate on learning.

In such cases, students may need additional instructions to help them learn. Some may require a reminder to remain focused and turn their attention to classroom events. Some students may need to talk to the teacher privately to help process or resolve their feelings. Sometimes the distraction could just be temporary, like having a bad day or a personal dispute. However, other students, such as those whose parents are having a divorce, may need more intensive support to steer their minds to learning rather than continuing to focus only on emotions. You may require advice outside of the classroom.

3.3.2 The Positive Broadening and Negative Narrowing of Emotions

Emotions are so essential that they can influence and allow an individual to decide if they want to study a language and whether they can continue a task in a language course (Lopez & Aguilar, 2013). Ismail (2015) found that both negative and positive emotions in English classes, experienced by students, affect students' accomplishment in English. Mendez Lopez and Pea Aguilar (2013) further stressed the importance of both the positive and the negative emotions on the motivation of foreign language students. They found that negative emotions, such as worry and sadness, can improve learning, and can be seen in a FLL process as positive and motivational.

There are two dimensions of emotions (positive and negative). The second dimension of emotions is presumed to be no less significant (Watson et al. 1999). These two dimensions can be used for distinguishing four types of emotions with reference to their performance effects: positive deactivating emotions (e.g., relief and relaxation after success); positive activating emotions (such as enjoyment of learning and hope for success); negative deactivating emotions (e.g., boredom, hopelessness); and negative activating emotions (such as anger, anxiety, and shame).

Emotions inherent properties of task activities, and emotions associated with the results of these activities are distinguished; emotions that are associated with activities can be seen as intrinsic emotions, whereas emotions associated with outcomes can be seen as extrinsic emotions (Pekrun, 1998). Intrinsic emotions such as learning enjoyment are based on the interest in the learning process or in the objects of learning while external emotions relate to outcomes of learning such as achievement, failure, career implications, etc.

Emotions of these various classifications are presumed to affect accomplishment in the following ways:

3.3.2.1 Attention

Emotions shift attention towards the emotional object. For instance, if a student took an excellent grade, they would be focused on that accomplishment which would distract their attention from the task performed. Positive emotions can thus diminish the efficiency of all kinds of activities, including most types of academic tasks.

However, one significant exception is positive emotions associated with tasks, such as enjoyment and passion for learning. These emotions focus on the assignment itself, rather than the other way around. The task is emotionally targeted if students like to learn, so that attention can fully be concentrated on the task.

Emotions that are negative distract students from learning. For instance, fear of failure to examine leads to anxiety about the failure and its implications and therefore decreases the focus on assignments. Similarly, boredom causes learners' attention to shift far away from the learning process and start daydreaming instead. Negative emotions can reduce the attention paid to the learning which ultimately leads to degradation of performance.

3.3.2.2 Motivation

The objective of students in educational contexts is most likely characterized by goals such as accomplishment, failure avoidance, and attaining positive social responses. This means that the educational strategy should be essential for the students' positive emotions. In particular, it can be presumed that positive emotions increase willingness for action to carry out academic tasks and to pursue educational objectives that are associated with to results (Frijda 1986). Positive emotions improve attention to positive task-related and self-related memory assessments and improve positive expectations of self-effectiveness and further improve motivation (Olafson and Ferraro 2001).

The situation, however, is more sophisticated for deactivating positive emotions. Emotions such as relaxation and relief can decrease any moment of commitment to the assignment. On the other side, after the completion of the assignment these emotions can be used as reinforcing motives to embark on the next phase of learning. This implies that disabling positive emotions can be harmful in the short term, but useful in the long term.

3.3.2.3 Learning strategies

Based on the fact that activating positive emotions can enhance motivation and effort to achieve educational objectives, they can also be considered as benefiting the elaboration of related information, including metacognitive and cognitive learning strategies.

In addition, it can be presumed that creative and flexible approaches are promoted by activating positive. Moreover, as emotions are intended to focus attention on the emotional item, intrinsic emotions, such as learning enjoyment can center attention on the learning assignment. (Csikszentmihalyi & Csikszentmihalyi 1988).

By comparison, it can again be inaccurate and less convenient to predict the results of deactivating positive emotions. It can also be presumed that these feelings generate an extended mindset that facilitates creative thought. On the other side, they can be counterproductive for more detailed information handling, creating rather superficial and shallow data handling.

3.3.2.4 Self-regulation of Learning

Flexible information processing, that adapts behaviour to task requirements and targets, is required to establish objectives and evaluate learning. As argued above, positive emotions should be used to promote this type of information processing, but

more so by activating than deactivating positive emotions. Emotions such as pleasure, hope and pride should therefore promote students' self-regulation of learning.

3.3.2.5 Academic Achievement

The above assumptions indicate that intrinsic activating positive emotions improve motivation, promote the processing of information, improve creative and flexible methods of thinking, focus directly on the performance of tasks, and support self-regulation. On the other side, extrinsic and deactivating positive emotions can affect various mediating processes in a positive way as well as negative way, implying that their outcomes must be more complicated.

In most instances, positive motivational and processing effects should be greater than any diversion of attention that they generate concerning extrinsic activating emotions like hope and pride. However, the impacts of deactivating positive emotions remain ambiguous since these emotions may decrease short-term motivation and divert attention, while reinforce long-term drive to achieve academic objectives.

Positive emotions can have a deeply positive effect on learning among students. This doesn't have to apply to all positive emotions, however. Positive task emotions, like learning enjoyment, put more of students' attention on learning, support their motivation for learning, and facilitate the use of profound learning strategies and self-regulation of learning.

In general, these emotions can be expected to have positive effects on the achievement of students. By contrast, positive emotions that are not associated with learning, such as a student falling in love, can distract attention, diminish academic effort, and reduce efficiency. Likewise, positive emotions, like relief and relaxation, do not necessarily have positive effects when they are deactivated.

Negative emotions can heavily hinder the teaching of learners. Test anxiety, lack of hope or boredom in the course of the class can cause learners to lose attention, prevent any effort, delay tasks, fail tests and drop out of school. Negative emotions are the main reason why many students don't live up to their standards and don't follow their academic careers which match their skills and ambitions.

Nevertheless, it should also be taken into account that negative emotions can't always be prevented during teaching and can be productive if appropriate precautions are taken. Less severe variants of anxiety, self-related anger, or disgrace can even encourage studying if learners believe in their achievement, and confusion over cognitive issues can help to alter concepts and build more sophisticated knowledge mechanisms among learners.

3.3.3 Emotions Regulation

Regulation of emotions is described as emotional redirection and includes techniques that individuals use to reduce or boost emotions. (Gross, 2007). Many strategies are used to modify the intensity of one's emotions that are experienced and therefore enhance their impact (Heij & Cheavens, 2014).

Several researchers have sought the classification of these strategies (Koole, 2009). The two-dimensional matrix of Parkinson and Totterdell (1999) distinguished cognitive from behavioral strategies as well as engagement and disengagement strategies. This model overlaps with the emotional regulation system that Gross developed (2015), who categorizes emotional control approaches in a time-based order in the process of emotional generation. Using these models of emotion regulator approaches, the efficacy of four approaches, re-evaluation, suppression, expression and diversion, will be explored.

Reappraisal alters the significance of an emotional experience in order to decrease its emotional effect (Gross, 2015), such as think of a coming examination as

a challenge instead of a threat. Reappraisal has a beneficial impact on a broad spectrum of areas such as enhancing positive emotional experiences and diminishing negative emotional experiences (Gross & John, 2003). The use of appraisal, to control feelings while learning, has shown to improve understanding compared with not using it to control negative feelings (Strain & D'Mello, 2011).

Suppression relates to the impediment of one's emotionally expressive conduct and is used when the emotion has already gained strength (Gross, 2015) (i.e. attempting not to demonstrate anxiety).

Suppression has frequently been contrasting with reappraisal and has been discovered to be negatively linked to several results (Brans et al., 2013), e.g. reducing the beneficial impact and reducing social satisfaction and support (Srivastava et al., 2009). There is also evidence of more use of suppression by people who are highly anxious (O'Toole et al., 2014).

On the other hand, expression serves to free one's feelings, for example, from rage (Carver, Scheier, & Weintraub, 1989).

Distraction redirects or distracts one's attention from a particular scenario by watching television to prevent the emotional condition (Gross, 2007). Distraction therefore requires no evaluation process and simply substitutes existing information with neutral information. (Sheppes & Gross, 2011).

Taking the balance of benefits and disadvantages into account, when considering a particular strategic strategy, is crucial. Students can use different ways to stimulate positive emotions and lower negative emotions. Alternatively, the word "coping" is used for the regulation of negative emotions and stressful conditions.

Successful emotional regulation requires the ability to acknowledge and manage one's emotions appropriately. These capacities are the aspect of emotional

intelligence that involves recognizing, using and regulating one own emotions as well as others'.

There are several ways in which emotion regulation can be used to help students. First, is to design lessons accordingly. Second, is to create an emotionally safe classroom environment for learners. Third, is to inform students about strategies to regulate emotions by practicing emotional intelligence skills. For the purpose of this study, the focus will be on the late mentioned.

3.3.3.1 Developing Skills for Emotional Intelligence

Goleman (1996) argues that it is not sufficient to focus exclusively on academic growth, because some students' improper behavior is frequently due to a lack of emotional intelligence. Therefore, unless emotional development and social skills are achieved, learners will not be properly equipped to address their problem behavior.

Emotional intelligence involves empathy, knowledge of what other people feel as well as management of your own emotions (O'neil 1996). Emotional intelligence takes abstract thinking, including the capacity to comprehend and interpret emotions, and the potential to grasp how emotions impact and promote thinking (Mayer & Cobb, 2000).

These intelligences were defined by Gardner as intrapersonal and interpersonal, in which intrapersonal intelligence is a capability to build a precise model of oneself and use the model for efficient working in life, whereas the capacity to recognize other individuals is interpersonal intelligence (Gardner 1993).

Researchers discovered that emotional intelligence can be taught to students so they can be trained to create the skills and abilities required to handle their positive and negative emotions. Daniel Goleman (1995) describes five abilities that are part of

emotional intelligence: self-awareness, managing emotions, motivation, empathy, and social skills. He illustrates that these qualifications can be taught like any other topic.

3.3.3.2 Self-awareness

It is the capacity to acknowledge and comprehend your own feelings (Cherry, 2018). It is the pillar of emotional intelligence, since managing and regulating ourselves relies on our own emotional comprehension. The capacity of students to comprehend their emotions is associated with higher self-confidence (Goleman 1995). By assisting students to define what they think and how they feel when they make choices, they can be helped to develop self-confidence. For instance, in order to help students get in contact with their emotional state of mind, a teacher can shape the use of self-reflective language in a classroom.

3.3.3.3 Managing Emotions

Emotions management is a step to have high emotional intelligence. One's emotions must not only be recognized, but must also be properly handled, expressed and controlled.

The emotionally smart individual understands how these feelings can be managed. Students can learn to be patient and to create perseverance and ability to operate through dispute and frustration (Gottman & Declaire, 1998).

The potential to redirect disruptive impulses and "shake off" negative moods involves emotion management (Goleman 1995). One way of educating learners to efficiently handle their feelings is to educate them how to handle frustration, resolve conflicts and work together with others, to further encourage learners to work together in a positive and successful manner. Education for conflict resolution includes assisting learners to proceed productively with their feelings when differences or conflicts take place (Lieber, 1998).

3.3.3.4 Self-motivation

The third region of emotional intelligence is the capacity to create a sense of excitement, passion, trust and commitment, particularly when there are setbacks (Goleman, 1995). Optimistic students are motivated to expect achievement. Optimism is a way that, from the standpoint of emotional intelligence, protects people from apathy, desperation or depression in the face of tough work.

Even if someone is discouraged after a step backward, their ability to calm down and reflect on productive strategies to try again can ultimately bring success and thus strengthen awareness of self-efficacy. Similarly to managing emotions, self-motivation gives a sense of taking control over one's emotions.

3.3.3.5 Empathy

One needs to be mindful not only of their own feelings but also of others for creative interactions in the school and in our lives. The capacity of putting oneself in others shoes is described as empathy. It is the capability of understanding things from others' perspectives. It does not imply sympathizing with or embracing others' behaviours (Milojkovic, 1999). Students who show empathy abilities are excellent listeners responsive to the requirements and emotions of others as well as respectful.

3.3.3.6 Social Skills

Emotion awareness, emotional management, motivation and all the skills mentioned earlier are part of the social relationships. Positive social ties in school, such as building valuable social connections, often have an impact on positive educational accomplishment (Asher & Rose 1997). Peer relationships can be considered the fundamental context for the individual's social and emotional development, because learners create ideas of collaboration, mutual respect and interpersonal sensitivity within these relationships. Furthermore, students with social

skills become team players and team makers, which is important both inside and outside of the classroom.

3.3.3.7 Creating an Emotionally Safe Classroom Environment

For cognitive learning, development and creative expression students need an emotionally safe classroom setting. Researchers have found that the emotional and academic functioning of the students improve when polite and diligent teachers support the competence of their students in a way which is not comparative and non-competitive, and support student independence by means of meaningful education programs (Roeser, Eccles, & Sameroff, 2000).

In order to achieve an emotionally secure class atmosphere, positive connections that develop between learners and teachers, and affect the educational achievement, is a key (Charney, 2000). Focus should be put on the student's social, emotional and educational requirements. A relationship between teachers and students must be built from the start. It can be constructed on a number of main objectives: learning about the students, reducing the difference in authority between teachers and students, keeping communication open.

Social and emotional learning (SEL) is an essential part of education which can secure emotionally safe learning environments. SEL is the method through which learners obtain the skills they need to acknowledge and handle their emotions and demonstrate compassion for others.

SEL is not only important for the social and emotional growth of learners but also for their ethical growth, motivation and academic learning. SEL competency is promoted in safe, supportive schools where students feel appreciated, respected, and linked to and involved in learning.

3.4 Conclusion

All the above-mentioned emotions can have a major impact on learning, performance, and success. It is important, therefore, that teachers understand and address students' emotions. Teachers can use emotional experiences of their own to understand the kinds of emotions their students' experience – to recall the memories of their emotions as students.

Students should be that emotions could be managed and regulated. Emotional intelligence, with all its five qualifications, can be taught to students like any other topic so they can be trained to create the skills and abilities required to handle their positive and negative emotions.

It is a key to create an emotionally secure class atmosphere since it has an important impact on educational achievement. Positive connections should be developed between students and teachers by making social and emotional learning (SEL) an essential part of education.

CHAPTER 3 Methodology, Analysis and Conclusion

4.1 Introduction

This chapter starts by representing the methodology used, participants, methods of data collection, and data analysis. Then, it moves to discuss the findings of this study tackling the effects of emotional experiences on students' motivation, language learning strategies, and developing motivational strategies. Finally, it concludes with answers for the questions of this study with few recommendations for both teachers and learners regarding emotional management, and other recommendations for further studies in the field of emotions and FLL.

4.2 Methodology

This research applies a qualitative research method in finding out the relationship between emotions and academic performance. A descriptive correlation design is employed in this study to examine the relationship between emotions and academic performance among English Department students of Ahemd Draia University. Our aim is to gather an insight into the emotional responses that occur during classes of English Department. The qualitative study aims at examining any social event by allowing the researcher to examine the environment of the respondents and attempt to obtain a good overview of it. The participants, the techniques and the data analysis process are presented in the following sections.

4.2.1 Participants of the Study

Approximately, one hundred students at Ahmed Draia University, selected from the English department, both males and females, accepted to participate in this study. The participants had the option to accept participating or reject it. The chosen informants were selected because they were easy to reach throughout Facebook and

Messenger. No intervention was made in classes. Unfortunately, those one hundred students were only half of the total number of the students who were asked to participate in the study. In other words, the questionnaire was sent to two hundred students, only about one hundred of them replied with acceptable answers. And concerning the personal interviews, only few answers were retrieved after the deletion of the Facebook account used to contact the participants, which was the only means of communication with them in this study.

4.2.2 Methods of Data Collection

Qualitative methods permit better understanding for the intentions behind certain conduct, behaviour, or reaction. Data were gathered through questionnaires and personal interviews -random questions to be asked through Facebook and Messenger app. These two methods were accomplished using the English language by participants.

The interviews have been used as the tool to understand the motives of learners in the language learning phase, and those interviews were given after answering the questionnaire. This provided students the chance to explain and express their own experiences as language students. These interviews were considered to be the best way to explore not only the source of the motive of learners but also the sentiment experienced during certain times of motivation since the researcher focuses on the feelings of learners. The primary feature of the interviews is that they provide access to private valuable information of a student. Because emotions are not always observed, it is better to let students tell us about them.

The questionnaire was formulated to be used as a starter for more personal questions to come in order to have deeper answers with better quality, or to have answers for questions that didn't come to mind at the beginning of the study. These personal questions were addressed in the interviews. More than two hundred students

were given the link to the questionnaire through messenger; only about 100 of them answered at the end of the term (see Appendix).

There was an idea of using journal, diaries written by students about emotions they have during class sessions; however, this idea has been omitted from the study due to the poor execution.

4.2.3 Data Analysis

There are two stages in this data analysis. The first stage included the analysis of the questionnaire, whereas the second one included interviews, random personal questions asked through messenger to better comprehend the reasons behind the choice of answers given with the questionnaire. Units of answers were grouped in analytic categories. Some lines of the interviews in this study were corrected or rephrased, due to the grammatical mistakes, after consulting the person concerned to check if the meaning of the content is still the same.

4.3 Findings

The following divisions are the categories that have resulted from our analysis: positive emotions with positive effects, positive emotions with negative effects, negative emotions with positive effects and negative emotions with negative effects (see Table 1). In the fourth category, the following subcategories are provided: language learning awareness, language learning strategies and developing motivational strategies. These three views aim to present the variety of the answers of Adrar students of English in their emotional experiences in a richer and more comprehensive way.

Names of participants, whether their real names or their Facebook names (or pseudo names) have been changed into numbers preceded by the letter “M” if the participant is a male or “F” if the participant is a female.

Table 1: Categories and Subcategories of Emotions.

Effects of emotional experiences on language learning motivation			
Category 1	Category 2	Category 3	Category 4
Positive emotions with positive effects	Positive emotions with negative effects	Negative emotions with negative effects	Negative emotions with positive effects
<ul style="list-style-type: none"> • Good mood for learning • High motivational energy • Pride 	<ul style="list-style-type: none"> • Stop putting in effort • Start taking results for granted 	<ul style="list-style-type: none"> • Absence of class participation • Insecurity • Bad mood for learning • pessimism in the learning process 	<ul style="list-style-type: none"> • awareness about one’s weaknesses that need to be overcome • Developing motivational and language learning strategies to overcome obstacles

4.3.1 Effects of Emotional Experiences on Students’ Motivation

96 out of 100 students thought that the emotional aspect, negative or positive, were of considerable significance for their language learning method, approach or process. 57 of them reported this outcome with certainty, whereas the rest reported it with skepticism.

Figure 1: The Significance of Emotional Aspects on Learners.



They discovered that emotions were extremely important because they were pressured and motivated to carry on their language studies and provided them with the impetus to solve some of their educational issues, as student M1 reported: “Negative emotions ended up being good because without them I would not have had the push to make my best effort. Positive ones are good to know you are doing well.”

Some students disclosed that emotions were good because they have helped them reflect on their weaknesses and shortcomings and, most importantly, their duty as language students.

4.3.1.1 Positive Effects of Positive Emotions

Students encountered positive emotions that empowered their self-efficacy., which led, as some learners said, to more confidence over insecurity: “I was so enthusiastic when teachers praised me. Whenever you feel great, you do greater. I mean you participate more in class.” (F1)

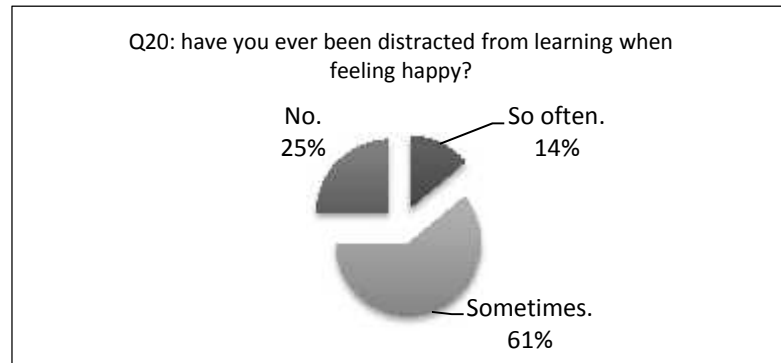
Some learners were optimistic about the results of the efforts put in examinations, which are very important for Adrar students: “Happiness because my results were satisfying. To get good results, all I had to do was to work hard. It feels happy to know that I have the ability to succeed... Yes, it is vice versa as well.” (F2)

Confidence permitted learners to undergo certain difficulties, and some began considering errors and mistakes an inevitable phase of FLL. Students also began to find methods of introducing sentences they learnt in series and movies as an effort to naturalise their use of language. These tiny minor choices helped them to reignite their motivation: “Using foreign shows to learn the language has proven to be the best way for me.” (F5)

4.3.1.2 Negative Effects of Positive Emotions

Some students experienced side effects of being overconfident after positive appraisals or successful tasks. 75 students have been distracted from learning due to their happiness.

Figure 2: The Negative Effect of Happiness.



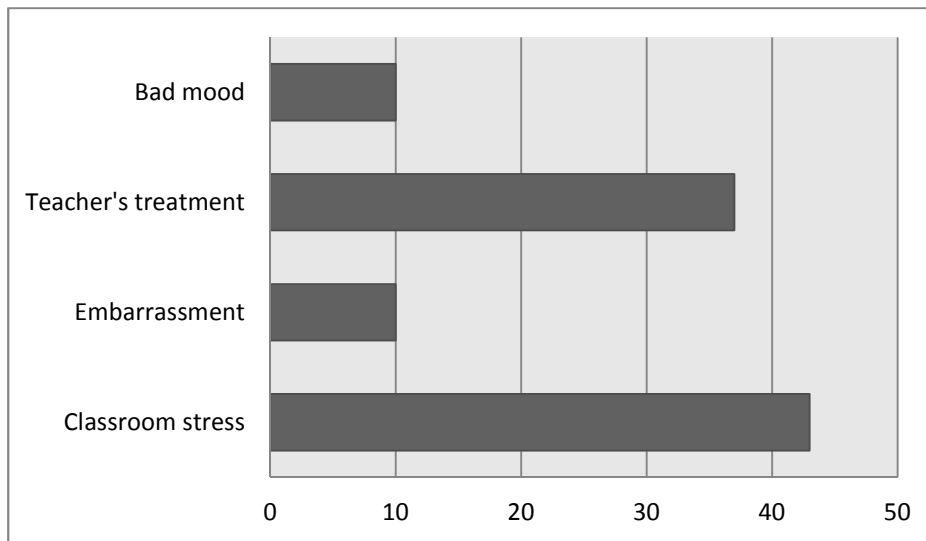
M2 reported: “Negative emotion sometimes makes you reflect on the problem. On the other hand, there is nothing to reflect on when feeling positive... I guess.”

Some students noted that there was nothing to do but to enjoy the sensation after a positive emotion. M2 also reported: “Being happy means that you obtained what you wanted. Negative experiences are the ones we need to analyze. As they say, we learn from our mistakes.”

4.3.1.3 Negative Effects of Negative Emotions

Most of the students had negative emotions. Several factors, such as teaching strategies, teacher’s behavior, and curriculum content, caused those negative emotions. Few learners indicated that they wished to explore other majors, but they were given and forced to study this major by the system. This rendered them uncertain about studying English.

Figure 3: Factors causing the affective reactions.



M3 reported: “Obtaining low marks one after another made me feel really bad. It got to have second thoughts about learning the English language.”

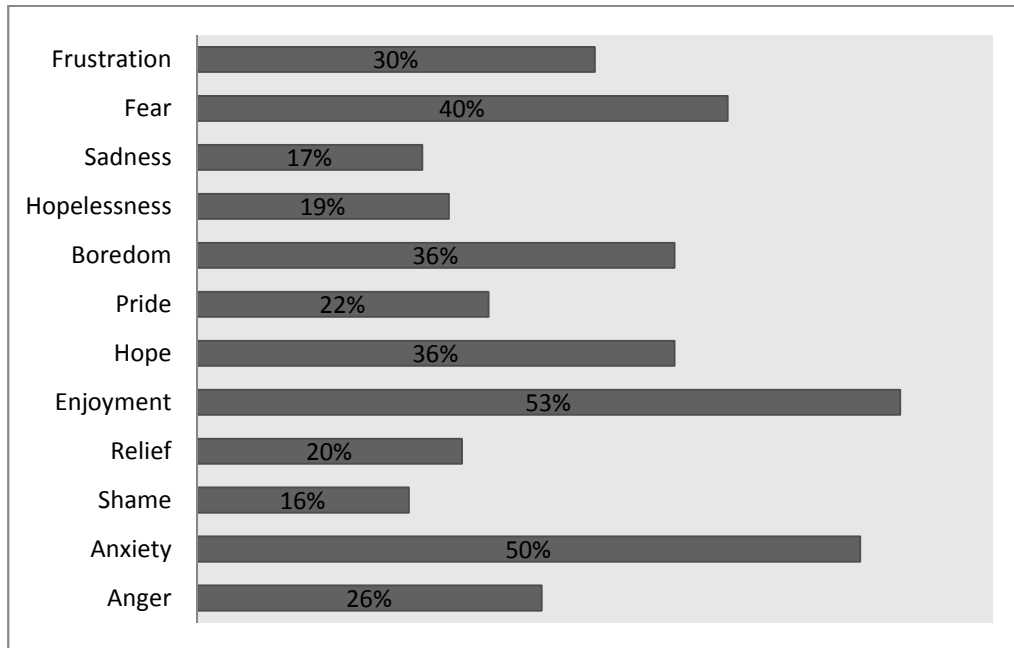
The uncertainty about the graduation led to insecurity and promoted fears that were intensified with the presence of intimidating teachers. F3 reported: “We had a test in written expression. My work was not perfect, but I felt it was good. However, it turned out otherwise. It was worse. It was completely frustrating. I wonder if I will be able to learn English someday!” M4 reported: “We had an oral presentation about a job interview. Two students were randomly selected each time. It was my misfortune to play my role with a good English speaker way better than me. I felt embarrassed about myself right off the bat that I couldn’t even be myself.” F4 reported: “Someone told me that one of our teachers criticises and could make you uncomfortable in front of the rest of the class, so now I feel frightened in his classes because I don’t want him to criticise my English in front of the class.”

Some learners reported that they stopped trying in class worrying about teachers' criticism and fear of the mockery of their colleagues. Being upset, they indicated that their fear of ridicule was sometimes greater than their willingness to talk fluently.

4.3.1.4 Positive Effects of Negative Emotions

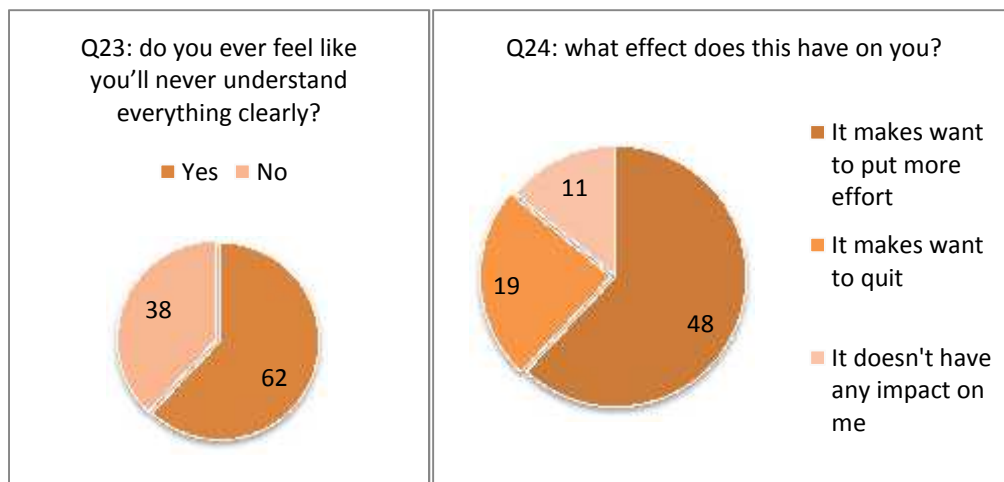
In the first sessions, negative emotions began to arise. The understanding of these students was very fundamental and they began to panic when they could not comprehend all the words or explanations the teachers said. The top three negative emotions learners had during the year were anxiety, fear, and boredom.

Figure 4: The Emotions That Students Felt Throughout the Year.



Some students indicated that they were fearful of being mocked during classroom events, concerned about the comprehension, and disappointed from the lack of language which limited their involvement in the class. The gap in linguistic skills in the class led those students to develop their skills. This was why learners began to foster a sense of accountability for their language learning and prompted self-help strategies from the first weeks of their semester.

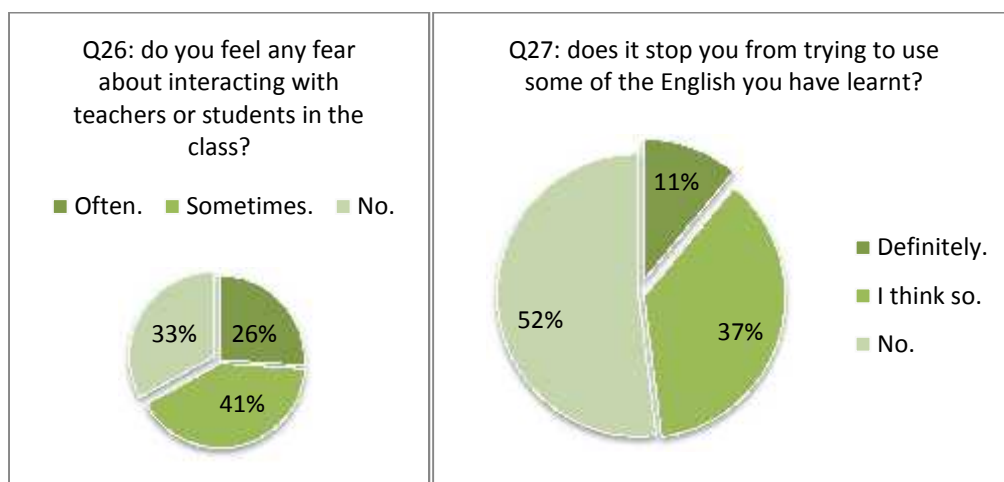
Figure 5: The Impact of Difficulty of Learning.



F5 reported: “I practice my weak pronunciation with some of my friends who are fluent speakers.” F6 reported: “The problem is that I’m behind. I’m still learning the basics. I can’t think about my performance. I can’t do that until I have learnt the language first.”

Few students adopted negative feelings as learning options, because they were referred to as a manner to understand what was wrong and how to make it right. Most learners' fear and anxiety were in their inability to speak in front of their colleagues.

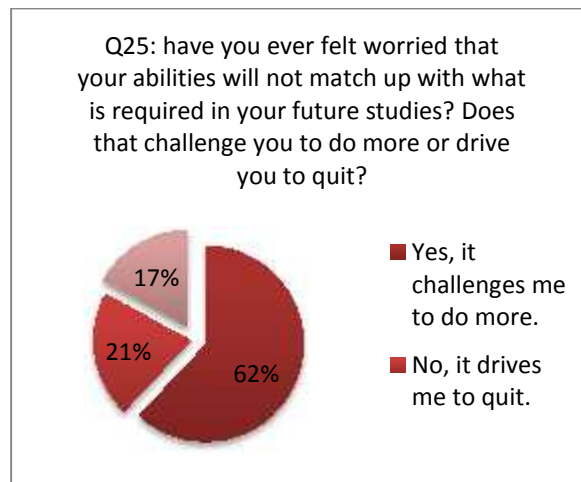
Figure 6: The Impact of Fear of Interaction.



Students began looking for vocabulary to enhance their verbal engagement, exercised their language with TV programs in English and asked their colleagues to

exercise with them to build trust. F7 reported: “I realized that I have to practice my English regularly... I joined a group of English students on Facebook and started to review my English and my lessons from my class frequently.”

Figure 7: The Impact of Inadequacy on Learners’ Motives.



Most students noted that they began recognizing their weak points and started to develop resilience towards them (see figure 7). Some of those negative experiences had to be faced, resolved and overcome in order to succeed. F8 reported: “Speaking in public helps me to overcome my glossophobia. That’s the only way I found.”

4.3.2 Language Learning Strategies

Language learning techniques were instruments used by learners to improve their linguistic skills and self-reliance. As their ultimate objective was to graduate and get into work, learners, like F5, F7 and F8, used motivating techniques to encourage themselves to successfully complete their studies in the English major.

4.3.3 Developing Motivational Strategies

The students decided that it was their own duty to maintain their motive. They also regarded, however, that teachers could play a major role through more vibrant courses and more enjoyable teaching, as F9 reported: “Every day when I go to class I believe it is going to be a good day.”

Every student had their own negative feelings that they deemed as positive for their language learning.

Figure 8: Boredom Impact Learning Motivation.



Figure 9: Frustration Positive Impact on Learning Motivation.

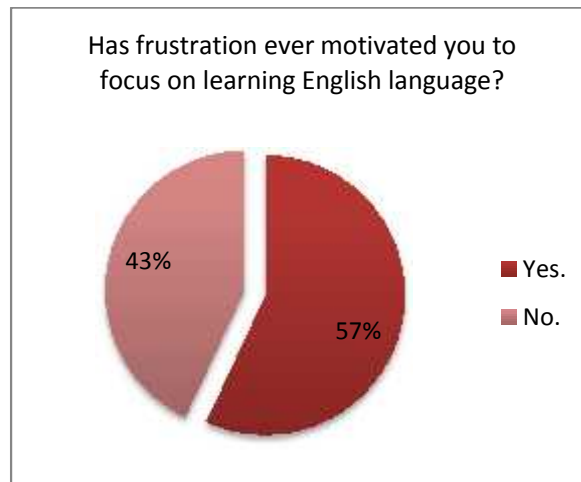
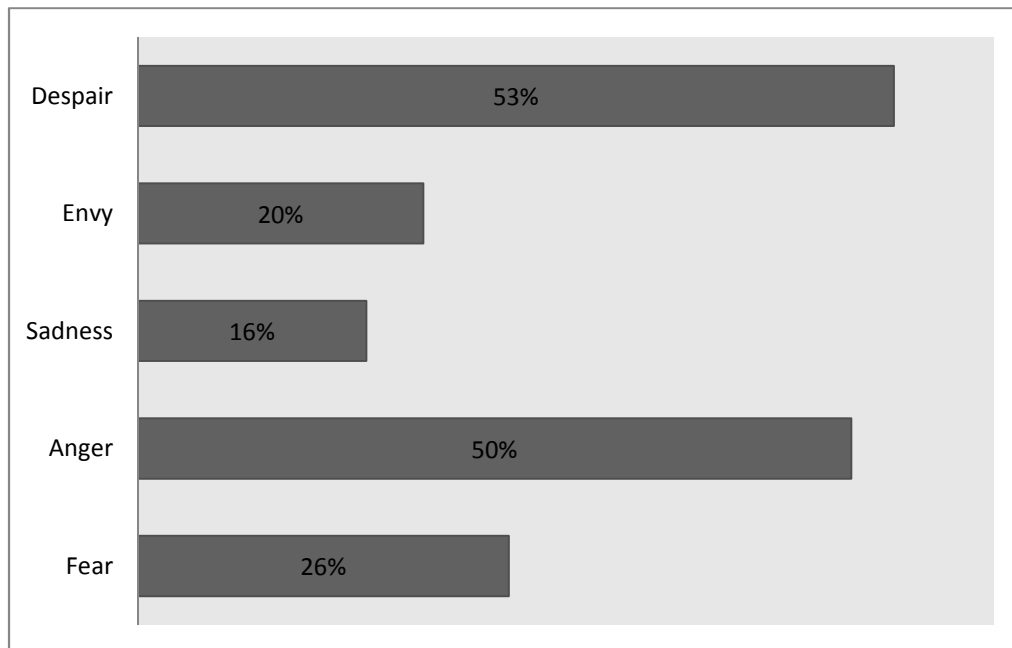


Figure 10: Negative Emotions with Positive Effects.



They somehow realized that life, in general, is a blend of positive as well as negative events, so confronting those negative ones is inevitable, and e.g. F10 reported: “I need to believe in myself; otherwise, no one will ever believe in me.”

4.4 Conclusion

Results showed that foreign language learners experience an array of negative and positive emotions during classroom instruction. Although students reported negative emotions as much as positive emotions during the study period, these were not detrimental to their motivational energy to finish the year. However, negative emotions decreased some students’ participation in classes due to their fear of being laughed at by their peers or being negatively evaluated by teachers. The negative emotions reported by participants of the study, from the highest to the lowest, were: anxiety, fear, boredom, frustration, anger, Hopelessness, sadness and shame.

Positive emotions were also experienced in the study. Positive emotions reported by students, from the highest to the lowest, were: enjoyment, hope, pride and relief. These emotions were originated by learning activities that students found

motivating, teachers' attitudes that made students feel cared for, the positive learning environment developed by some teachers in classrooms, feeling confident when performing in front of the class, and experiencing feelings of self-efficacy after completing a task activity or exam.

The significance of this study was to show the emotional experiences of Ahmed Draia's English students and how they affected their motivation. Emotions were shown to have a strong influence on the motivation of English learners. In order to gain a better understanding of student thinking and feelings in distinct communities, further study should extend the existing methodology (e.g., increase in sample size, use domain particular metric). This not only provides information on instructional and scientific practice, but also contributes to the development of intervention programs aimed at enhancing the student academic achievement.

General Conclusion

Emotional experiences were found to have an important function in motivational conduct of English students of Ahmed Draia University during class sessions. Research participants indicated that the change in the motivational conduct they demonstrated in their language classes was a matter of the attention paid to the affect. The motivation of learners was affected by emotional experiences. The motivation of language students is influenced by emotions, both positively and negatively, as those emotions can enable as well as disable motivational behaviour.

The experience of both kinds of emotion was regarded crucial. It helped learners to control their emotions and their learning. While learners encountered more positive than negative situations, some of them could transform these negative circumstances into positive outcomes. With some learners, negative emotions had a negative impact leading to demotivation. Others, however, reflected on the circumstances experienced and reassessed the outcomes to overcome them.

Teachers should assist their students in managing their emotions. The first objective to be sought by language teachers is to create a positive learning atmosphere. Reflection on students' emotions should also be supported.

Further studies require to be conducted to see how particular environments, conditions or contexts alter the motivational impact. Future study should also create a review and a comparison of low-level and skilled students' emotional experiences.

This study demonstrates how motive develops and how language students become accountable by thinking and reflecting on emotional experiences in the classroom. We hope our findings can help language students to understand their emotions while learning and guide the development of procedures and events to support language students in managing negative feelings.

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Appendix

As a student, you experience different emotions during your daily learning classes. It is useful to keep a record of your different emotions and to reflect on the situations that make you feel that way. To do so, answer the following questions. Feel free to choose more than one single answer.

1. What emotion/s do you have when you are doing reading skill tasks?

Anger Anxiety Shame Relief Enjoyment Hope Pride Boredom

Hopelessness

Other:

2. What emotion/s do you have when you are doing writing skill tasks?

Anger Anxiety Shame Relief Enjoyment Hope Pride Boredom

Hopelessness

Other:

3. What emotion/s do you have when you are doing oral skill tasks?

Anger Anxiety Shame Relief Enjoyment Hope Pride Boredom

Hopelessness

Other:

4. What emotion/s do you have to the teaching method of your oral sessions?

Anger Anxiety Shame Relief Enjoyment Hope Pride Boredom

Hopelessness

Other:

5. Check all the emotions that you have felt this semester in your English classes.

Anger Anxiety Shame Relief Enjoyment Hope Pride Boredom

Hopelessness Sadness Fear Frustration

Other:

6. What were the factors causing them?

Teaching strategies Teacher's behavior Assignments/Grading strategies

Curriculum content

Other:

7. How would you describe your emotional states in your language learning experience during the first year of studying the English language in university?

Balanced: Your emotions were under control.

Unbalanced: your emotions were overwhelming.

Mixed.

8. Has it changed your original motivation?

Yes, positively. Yes, negatively. No.

9. If you can recall any emotional response -letting emotions influence you to do or say things- experienced during your study of English, what factors caused these affective reactions?

Classroom stress Embarrassment Teachers' treatment Bad mood

It never happened

Other:

10. How did you behave when experiencing an emotional reaction?

I Suppressed. I Misbehaved. I channeled it into a positive reaction.

Other:

11. Did these emotional reactions interfere with your language learning classes?

Yes, positively. Yes, negatively. No.

12. Did any of your emotional reactions have an influence on your motivation?

Yes, they increase my motivation.

Yes, they decrease my motivation.

No.

13. Do you consider that your emotional reactions were important to your language learning motivation?

Yes, I do. No, I don't.

14. What keeps (or would keep) your motivational energy high?

Teaching style Classroom environment Lesson content

Success and achievement

Other:

15. When you are bored do you feel like you have any motivation to study?

Yes. No.

16. When you enjoy something, does it make you keener to participate?

Does it make you look forward to the next class you will have?

Absolutely, yes! Kind of. No.

17. Do you think hope allows you to take a wider view, become more creative and retrain your optimism, thus contribute to your study of English?

Yes. No.

18. How about feeling happy or feeling frustrated, which one makes you work harder?

Happiness. Frustration. Both. None.

19. Has frustration ever motivated you to focus on learning the English language?

Yes. No.

20. Have you ever been distracted from learning when feeling happy?

Sometimes. So often. No.

21. When you have a lot of homework, do you start right away? Or does it make you feel like not even starting?

I feel excited and challenged. I feel bored and stressed.

22. What do you feel when you can't express your ideas clearly, communicate effectively or answer questions correctly?

Embarrassed. Angry. Frustrated. Disappointed. Nothing.

Other:

23. Do you ever feel like you'll never understand everything clearly?

Yes. No.

24. If yes, what effect does this have on you?

It makes me want to put more effort.

It makes me want to quit.

It doesn't have any effect on me.

25. Have you ever felt worried that your abilities will not match up with what is required in your future studies? Does that challenge you to do more or drive you to quit?

Yes, it drives me to quit.

Yes, it challenges me to do more.

No.

26. Do you feel any fear about interacting with teachers or students in the class?

Sometimes. Often. No.

27. Does it stop you from trying to use some of the English you have learnt?

I think so. Definitely, yes. No

28. Which of the following negative emotions do you think they can affect your language learning positively?

Fear. Anger. Sadness. Envy. Despair.

29. Which of the following positive emotions do you think they can affect your language learning negatively?

Enjoyment. Interest. Hope. Confidence. Enthusiasm.

30. Do you believe that your language learning performance could improve by recognizing and controlling the emotions you have in class?

Of course. I think so. No.

31. Do you believe that your learning performance can improve by reflecting on your activities in class? Why?

Yes, I do. No, I don't.

Because

32. Have you ever done anything similar in your EFL classes?

Yes. No.

33. Describe an aspect that you consider positive or negative about reflecting on your learning process.

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34. Do you have any suggestions on how to integrate reflection into regular EFL teaching/learning activities?

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