

Mind your language attitude

The effects of foreign language attitude on Flemish secondary education EFL learner's Foreign Language Enjoyment and Anxiety

A mixed methods approach

Word count: 7375

Tom Van Mossevelde

Student number: 01704605

Supervisor(s): Mr David Chan

A short dissertation Master of Teaching (9SP) submitted to Ghent University in partial fulfillment of the requirements for the degree of Master of Teaching in Languages

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Acknowledgements

First of all I would like to thank David Chan, who has once again taken on the role of promotor for my second thesis. He helped me whenever I needed it and regularly looked through any new chapters I had written. I always took his valuable comments and suggestions to heart. In addition to his comments, his encouraging words helped me get through the process of writing this thesis when it all seemed too much.

Second, I would like to thank Céleste Blondelle for reading through the thesis and giving me valuable suggestions and comments as well. Having a second or third reader helps me pick up on matters that I would have overlooked otherwise.

Finally, I want to thank the teachers at SVI Gijzegem who helped me gather the data for this study. Without them and their enthusiasm, finalising this study would not have been possible.

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List of Abbreviations

FLA: Foreign Language Attitude

FLCA: Foreign Language Classroom Anxiety

FLE: Foreign Language Enjoyment

LL: Language Learning

L2: Second Language

SLA: Second Language Acquisition

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Abstract

Learning a language in a classroom context can often be both stressful and enjoyable for students. Whereas enjoyment allows for more language intake, anxiety can inhibit language learning (LL). Additionally, a person's stance or attitude towards a certain language might make the process more enjoyable or more stressful. This study's main aim is to examine whether Flemish student's foreign language attitude (FLA) levels correlate with foreign language anxiety (FLCA) and enjoyment (FLE) for English, and provide English teachers with pedagogical implications to use in a teaching context. 146 Flemish secondary school students were asked to fill out a survey containing questions on foreign language anxiety, enjoyment and attitude. Additionally, students were presented with two open-ended questions, asking for a memory of a good and bad episode of a past English class. The students' teachers were also asked to fill out a survey asking about their FLA. The present study found significant positive correlations between both positive attitude and FLE and positive attitude and FLCA. Furthermore, significant differences between FLE and FLCA were found concerning gender. Results regarding age, course choice and teacher attitude were of less significance, but might still be interesting for further research. Finally, this study has provided the field with qualitative results, sharing students' personal experiences with LL. Given that FLA does have a positive impact on both students' foreign language anxiety and foreign language enjoyment, English teachers might strive to improve learners' attitude to both lower anxiety levels and increase levels of enjoyment. Further research might expand the scale of this study or attempt to provide more insights into other languages that are taught to Flemish secondary school students.

1. Introduction

Learning a language and engaging in language production can be both stressful and enjoyable for students. Whereas positive emotions can broaden the learner's attention, allowing them to notice and explore more language features, negative emotions restrict the learner's thoughts and actions, impeding language input and intake (MacIntyre & Gregersen, 2012; Dewaele and MacIntyre, 2019). As can be seen by the considerable number of studies dedicated to foreign language anxiety, second language acquisition (SLA) researchers have primarily focused on negative emotions during language production.

However, in the last decade 'positive psychology' has stimulated the growth in research interest in foreign language learners' positive emotions (MacIntyre & Gregersen, 2012; Dewaele & Li, 2018; in Dewaele et al. 2019). Dörnyei and Ryan (2015; in Dewaele et al. 2017) also expressed a clear gap in SLA research into learners' emotions during a language class and called it an "emotional deficit". Dörnyei and Ryan, as well as Dewaele and MacIntyre (2014; in Dewaele et al. 2017), believe it to be paramount to systematically include both positive emotions, i.e. enjoyment, and negative emotions, i.e. anxiety, when researching foreign language in a classroom context.

Furthermore, calls have been issued to approach the emotions of anxiety and enjoyment in a more holistic manner (Dewaele & MacIntyre, 2014; MacIntyre and Gregersen, 2012; Imai, 2010; in Chengchen Li et al. 2018, p.183). That holistic view does not depict enjoyment as the mirror image of anxiety. Instead, the two emotions would be considered "drivers of foreign language learning" and attention would be shifted to the combined roles of anxiety and enjoyment in language learning (LL) (MacIntyre & Vincze, 2017; Reeve, 2018; in Chengchen Li et al. 2018, p.183).

Given that language teachers have known that positive emotions are key to boost a student's language learning process, SLA researchers' interest in positive emotions has come rather late. Positive emotions should always be considered and deserve the attention they are only receiving now.

In addition to enjoyment and anxiety, a dimension that can both negatively and positively affect language learning (LL) is 'foreign language attitude' (FLA) (Getie, 2020). This study will not look into the direct effects of attitude on LL, rather look for correlations between FLA and FLE/FLCA. A study

conducted by Dewaele et al. (2017) showed that foreign language enjoyment and foreign language classroom anxiety (FLCA) are positively influenced by a positive stance or attitude towards the foreign language. This study's aim is to confirm those findings as well as provide new insights to this matter.

Further research into the relationship between emotions and LL will in time allow EFL teachers to become more effective in their teaching (Dewaele, 2013; in Chengchen Li et al. 2018, p.184). Additionally, knowing the effects students' attitudes might have on those particular emotions will also play a key role in deciding on an appropriate teaching method, certainly when those, sometimes even obstinate, attitudes inhibit progress in a certain language. Therefore, this study will primarily address the following research question:

To what extent does foreign language attitude have an effect on secondary school students' foreign language anxiety and enjoyment?

Following earlier research by Dewaele et al. (2017), we hypothesise that a positive attitude towards foreign language education will positively influence foreign language enjoyment and elicit lower foreign language anxiety. Although this seems logical and has already been shown before (Dewaele et al., 2017), the extent to which attitude affects anxiety and enjoyment requires further research and exploration in different contexts and cultures.

This study consists of the following chapters: chapter one will provide a brief but detailed literature review of the three constructs studied, those being foreign language anxiety, foreign language enjoyment and foreign language attitude as well as the connection between the constructs. Following the literature review, the methodology, described in chapter two explains how the surveys have been constructed for this study and how data was then analysed. Chapter three will entail a detailed overview of the results for this study as well as interesting fragments extracted from open-ended questions. Chapter four will discuss the outcome and implications of this study by comparing present results with previous work. Chapter five will conclude the study, describe pedagogical implications as well as this study's shortcomings and offer suggestions for further research.

2. Literature review

2.1 Foreign Language Classroom Anxiety

Over the years, psychologists have mainly focused on what negative emotions language learners might experience, which has allowed researchers to uncover the concept of FLCA (Foreign Language Classroom Anxiety) as a complex affective factor in language learning (LL) (Hewitt & Stephenson, 2012; Woodrow, 2006; Yan & Horwitz, 2008; in Ozer et al, 2021, p.358). The most comprehensive definition was provided by Horwitz and Cope (1986). They state that foreign language anxiety is a “distinct complex of self-perceptions, beliefs, feelings and behaviours arising from the uniqueness of the language learning process.” It is also viewed as “a transfer of anxiety from other domains, such as test anxiety or even stage fright” (Horwitz & Young, 1991; in Gkonou, 2014, p.1).

MacIntyre (2017; in Dewaele et al. 2017) argued that foreign language anxiety can be both caused through “internal physiological processes, cognitive and emotional states” as well as through “the demands of the situation and the presence of other people”. According to Clément et al. (1994; in Yang, 2021, p.276), students with higher levels of FLCA have a higher chance of being demotivated during classroom activities and are more likely to experience “negative self-esteem in the learning process” (Crookall & Oxford, 1991). A study by Ozer et al. (2021, p.364) confirmed that when FLCA levels increased, they negatively impacted students’ oral language performance and achievement.

However, FLCA is not necessarily negative when present at a low level. In that case, anxiety can even have a positive impact on language learning (Gass & Selinker, 2008 in Dewaele et al. 2017; Kim and Tracy-Venture, 2011 in Castillejo, 2019, p.329). Students who had low anxiety levels were more alert to, and better able to learn from their errors. Alpert and Haber (1960) coined the distinction between facilitating and debilitating anxiety. The former helps learners achieve their goals, whereas the latter “impairs the learning outcomes” (in Dewaele et al. 2017).

MacIntyre (2017) states that the early “Confounded Approach” to measuring FLCA ended when Horwitz and Cope (1986) started the “Specialized Approach” in FLCA research (in Dewaele et al. 2017). Since then, several scales have been developed over the years to measure FLCA, the most

popular one being the FLCAS (Foreign Language Classroom Anxiety Scale) developed by Horwitz et al. (1986; in Ozer et al, 2021, p.361), which we will partly utilise for this study (see methodology).

Given the clear and considerable influence of FLCA on learners' language performance, it seems logical for researchers to have focused solely on the impact of negative emotions, i.e. anxiety, rather than looking at positive emotions. This focus shifted, however, with the arrival of 'positive psychology' which caused researchers to start looking into the influence of 'enjoyment' on learners' foreign language achievements.

2.2 Foreign language enjoyment

Although it might seem logical that positive and enjoyable in-class experiences greatly improve language learning processes, research into this matter has been scarce in past research. One of the first researchers to look into enjoyment was Krashen (1982), who showed that "every learner has an affective filter" which determines their degree of openness. When that filter is active, learners receive less language input. Krashen argues that in order to omit that filter, teachers should "spark interest, provide low-anxiety environments and bolster learners' self-esteem." Schumann (1978) stated that this psychological openness is necessary for L2 learners to turn language input into language intake (Dewaele et al. 2017). Both Schumann and Krashen argued that making the student feel at ease during class greatly boosts their learning process. They provided the field with the notion that pleasant experiences lead to better language intake. The term 'enjoyment' however, was only used later, with the rising interest in positive psychology, as mentioned before.

When studying enjoyment, one should first have a clear understanding of how it is generally conceptualised, certainly given the subjective and abstract nature of the word. Seligman and Csikszentmihalyi (2000; in Dewaele & MacIntyre, 2016, pp.216-217) and Csikszentmihalyi (2008, 2014; in Dewaele & MacIntyre, 2016, pp.216-217) distinguished enjoyment from pleasure. Whereas pleasure is seen as "the good feeling people experience when their homeostatic needs (e.g. hunger, sex, and bodily comfort) are satisfied," enjoyment refers to good feelings that stem from "breaking through homeostatic limits" and accomplishing new or unexpected things, especially when faced with difficult tasks. Key characteristics of enjoyment are therefore "a sense

of novelty and a sense of accomplishment.” Boudreau, MacIntyre and Dewaele (2018) described foreign language enjoyment as “a relatively complex and stable emotion.” Whereas pleasure may occur simply when performing an activity or completing an action, enjoyment consists of additional dimensions such as “intellectual focus, heightened attention, and optimal challenge” (in Dewaele et al. 2019).

As mentioned earlier, the arrival of positive psychology changed the way researchers view language learning and researchers no longer only focused on FLCA’s effects, but also on those of FLE. Positive psychologist Frederickson argued that whereas negative emotions urge people to “destroy obstacles, positive emotions can “broaden people’s momentary thought action repertoires” (in Dewaele et al. 2017). Fredrickson (2003) developed the Broaden-and-build Theory, which states “the essential role of positive emotions like enjoyment is to broaden people’s momentary mindset and facilitate their building of enduring personal resources” (in Yang, 2021). Frederickson’s theory confirmed the early research by Krashen (1981) and Schumann (1978).

Additionally, also in line with Krashen’s and Schumann’s studies, recent research by MacIntyre and Gregersen (2012) introduced the concept of enjoyment to SLA and stated that positive emotions elicit more than simply pleasant feelings. They “strengthen language learners’ awareness of language input,” which allows them to better internalise foreign language input, promote learners’ resilience and encourage learners to explore and play. Additionally, enjoyment and positive emotions can help decrease negative arousal, which is crucial, given that negative emotions can cause students to lose focus and language input (Dewaele et al. 2017).

Foreign language enjoyment has also been shown to increase learners’ academic achievement, given that it is a “positive activating activity-focused emotion,” following the three-dimensional taxonomy of Control-value Theory (Pekrun, Frenzel, Goetz, & Perry, 2007; Piniel & Albert, 2018). In this theory, ‘Control’ entails the extent to which a student has control over their results or over an activity. Higher control can lead to better performance, whereas low control leads to worse performance and even negative emotions. ‘Value’ concerns the intrinsic and extrinsic values of students. Low extrinsic value can for instance lead to boredom or low motivation (Pardoes, 2020).

To measure FLE, Dewaele & MacIntyre (2014) developed a 21-item Foreign Language Enjoyment Scale. They argued FLE could be subdivided into the dimensions of FLE-Social and FLE-Private (Dewaele & MacIntyre, 2016). Over the years, the scale has been adapted or shortened to fit specific purposes or cultures, e.g. a Chinese version developed by Li & Jiang (2018) and a 10-item scale used by Dewaele, Witney & Saito (2018). This study will use a shortened version of the 21-item scale, called the S-FLES (Short Form of the Foreign Language Enjoyment Scale) developed by Botes et al. (2021) in which enjoyment is subdivided into the following three dimensions: first, 'Teacher Appreciation' entails "the extent to which the learner perceived that their psychological needs were met by the FL Teacher". Second, 'Personal Enjoyment' indicates the extent to which a student enjoys LL. Third, 'Social Enjoyment' refers to "the fulfilment of social psychological needs in the FL classroom (Botes et al. 2021).

2.3 Correlations between FLCA and FLE

Recent research (Dewaele et al., 2019; Yang, 2020) has also examined the connections and differences between FLCA and FLE, i.e. how they are elicited, how they affect each other and how they affect other language processes.

First, a study by Dewaele et al. (2019) showed that FLCA and FLE seem to differ in the manner in which they are elicited. Although FLCA is mostly due to learner internal variables, levels of FLE depend more on learner external variables. The study showed that FLE experiences are mostly thanks to the teacher's methods and actions, whereas FLCA experiences were mostly due to the "self-category." This strengthened the idea that FLCA is less context-dependent than its counterpart FLE. The main implication of this study was that teachers should focus more on boosting learners' FLE instead of attempting to reduce their FLCA.

Second, a study by Yang (2021) showed that FLE and FLCA were "essentially independent dimensions." Learners' emotions, both positive and negative, are "in a complex dynamic system." FLE and FLCA slightly overlap and positive emotions help in "facilitating personal resiliency" when faced with difficult situations (Dewaele & MacIntyre, 2014; in Yang, 2021). The two dimensions can negatively influence one another, but it is also possible for learners to have both high FLCA and high FLE or low levels of both (Dewaele, 2016; in Dewaele et al. 2017), hence the "complex

dynamic system.” FLE and FLCA “significantly interact with each other to form a dynamic relationship with FL achievement” (Yang, 2021).

2.4 Foreign Language Attitude

When studying whether L2 learners enjoy language learning or feel anxious during the process, the learner’s attitude towards foreign languages should always be considered given its considerable effects on both FLE and FLCA (Dewaele et al. 2017). This section will briefly discuss the importance and effects of foreign language attitude (FLA) on anxiety and enjoyment, given that the study’s main aim is to find correlations between FLA and FLE/FLCA.

Over many years, foreign language attitude has been defined in several ways, focusing on either its behavioural or its affective aspects. A recent study by Dogan (2020, p.88) provided a comprehensive definition of the concept and defined foreign language attitude as “an individual’s attitudes towards a language other than their mother tongue, all learning contexts and processes related to that language, the speakers of that language and the culture in which that language is spoken.” Attitudes generally contain an evaluation or emotional element and are more resistant to change (Taylor et al., 2007; in Dogan, 2020, p.87). Research by Dewaele et al. (2017) showed that students’ positive attitude towards the foreign language has a positive effect on their FLE and their FLCA. That study revealed foreign language attitude to be a good predictor of FLE. Given that high levels of FLE and low levels of FLCA are desirable in a foreign language learning context, it is paramount that teachers make foreign language lessons as enjoyable as possible to boost students’ FLA (Dogan, 2020, p.94).

According to Dogan, teachers are the most important determinants during the formation of language attitudes (Dogan, 2020, p.93). Previous research has shown the significant impact of FL teachers’ attitude and methods on the student’s own foreign language attitude (Dewaele et al. 2017). Furthermore, conveying a positive attitude towards the culture and speakers of the language that is being taught might in turn have a positive influence on students’ overall motivation to learn the language (Smith, 1971, p.86). Additionally, societies as a whole have a considerable influence on how attitudes towards learning foreign languages are shaped. How

learners view the target language group will almost certainly influence what they will achieve when learning aspects of that language (Gardner, 1985; Mettewie, 2015; in Dewaele et al. 2017).

Connecting variables such as attitude and gender to FLCA and FLE, Dewaele et al. (2017) examined gender differences in levels of FLE and FLCA. Results showed that female participants enjoyed the FL class more and were prouder of their own achievements in the foreign language. However, they showed higher levels of FLCA. Both FLE and FLCA fluctuated quite rapidly with the female participants, functioning “in a seesaw manner.” The differences in FLCA and FLE between genders might be linked to foreign language attitude, given that female participants found their newly acquired abilities in the FL “cooler” (Dewaele et al. 2017). This study aims to give further insights into this area. Finally, Tezi (2011, p.77) looked into differences between age groups concerning their foreign language attitudes. He concluded that FLA showed no significant correlation with age.

This study will utilise four previous studies (Ndhlovu, 2010; Eshghinejad, 2016; Khejeri, 2014; Sicam & Lucas 2016; in Somblingo & Alieto, 2020, pp.31-32), which serve as guides for the construction of the language attitude part of the survey. Those were adapted slightly to fit the purpose of this study (Somblingo & Alieto, 2020, p.31). The study by Somblingo and Alieto (2020, p.31) distinguished three dimensions in language attitude, those being: affective, cognitive, and conative. First, the affective dimension accounts for the emotional response to a certain subject, in this case foreign languages. Second, the cognitive dimension entails an individual’s beliefs and values towards a subject or language in this case. Finally, the conative component refers to an individual’s behaviour when teaching a particular subject following their attitude towards that subject. This study’s survey will focus on the affective dimension of language attitude when interviewing learners. However, attitude surveys presented to the teachers will also cover the cognitive and conative dimensions.

3. Methodology

3.1 Participants

A total of 146 Flemish students (84 female and 62 male) in the third grade (final two years) of secondary education completed the survey on FLE, FLCA and foreign language attitude (FLA). Therefore, the age range of the students questioned was limited, ranging from 16 to 19 ($M=16.86$). The students participating either attended general secondary education (ASO) or technical secondary education (TSO) at a catholic school. This demographic was not intentionally chosen for the survey. The teachers participating only taught students within this age group and these fields of study, which has made results for this study more specific.

Participants all signed a consent form, giving their permission to utilise their answers for this study, as well as for further research. Their names were collected, but were never used and were anonymised during data analysis. Teachers were explicitly asked to not look through their students' surveys in order to avoid students being less candid. Otherwise, the reliability and validity of their answers could be heavily impacted, if students knew that their teachers would examine the surveys afterwards.

Each teacher had a significant number of students ($M= 48.6$), evidently making the pool of teachers more limited. Given the rather restricted number of teachers ($N=3$), results for this group will only be examined as a sidenote in a more qualitative manner.

3.2 The instrument

Students were either given a Dutch version of the questionnaire ($N=62$), or an English version of the survey ($N=84$), depending on what the teacher of that group asked for. Questions were phrased the same way and variation in language did therefore not influence answer validity. No pilot study was conducted to validate or revise the questionnaire prior to officially launching the survey.

After having signed the consent form, students were presented with a short section used for demographic information. They were asked to give their name, age, gender, field of study and grade and their current English teacher. Next, students were asked to answer twenty-five questions on paper (see appendix), giving scores ranging from one, meaning strongly disagree, to

six, meaning strongly agree. We chose to utilise a 6-point Likert scale to avoid students always choosing the neutral answer, providing the study with more varying and possibly more valid results. Diefenbach, Weinstein, and O'Reilly (1993) stated that seven-point item scales are reported as the most accurate or valid. However, Simms et al. (2019) mentioned that six-point and seven-point scales carry a small to non-existent difference (in Taherdoost, 2020, p.7).

As mentioned in the literature review, eight questions inquiring about FLE were inspired by 'The Short Foreign Language Enjoyment scale' developed by Botes et al. 2021. Eight questions on FLA were extracted from the FLCAS (Horwitz et al. 1986) and adapted for this study and another eight items inquired about students' foreign language attitude. The foreign language attitude questions were extracted from a language attitude study by Somblingo et al. (2020) and were adapted to fit this particular study as well. The survey that was given to students only inquired about the affective dimension of language attitude (see appendix for full survey both in English and in Dutch). Finally, students were also presented with two open-ended questions, asking the following:

"Describe one specific event or episode in your English class that you really enjoyed, and describe your feeling in as much detail as possible. This event does not need to have taken place this year."

(translated to Dutch and adapted from Dewaele et al. 2016)

"Describe one specific event or episode in your English class that you really disliked/of which you still have a bad memory, be as specific as possible. This event does not need to have taken place this year." ((translated to Dutch)

Those two open questions should provide the study with more qualitative results, next to the quantitative scores resulting from the 6-point Likert scale questionnaire.

As mentioned before, a different survey was presented to the teachers and inquired about all three dimensions of language attitude as described by Somblingo (2020), those being affective, conative, and cognitive (see literature review), constituting a total of twenty 6-point Likert scale questions. Additionally, teachers were asked to answer two open-ended questions, asking them about specific methods they would use to motivate their students' enjoyment and about specific techniques or methods they use to decrease students' foreign language anxiety (see appendix).

Answers to the open-ended questions, however, were not used in the eventual analysis and discussion, as they were either not filled out, or considered not relevant enough for the study.

3.3 Data analysis

Given the main research question and aim of this study, the main focus will lie on the quantitative Likert scale part of the questionnaire, providing the study with results on FLCA, FLE and foreign language attitude, serving as a strong basis which can in turn be used to examine e.g. certain anomalies or rarities in either the open-ended questions, differences between male and female students or differences between fields of study.

The data gathered was grouped to a more limited number of variables, i.e. FLCA questions were aggregated to 'FLCA TOTAL' (see appendix). The data then went through Pearson correlation tests, Paired samples testing, providing the study with statistical significance, t-tests and effect sizes, and independent t-tests for correlations between gender and anxiety, enjoyment and attitude. The study's results and data collection would have allowed for an even deeper data analysis. Each question presents a variable or is part of for instance a variable group such as 'FLE-Private' which can be analysed further and could reveal new insights. However, due to time constraints and the limited scope of this study, it was not possible to analyse the results any further.

The open-ended questions were examined and any interesting elements or answers were extracted after the main quantitative analysis (see results and discussion). As mentioned earlier, results from the teacher survey will not be analysed through SPSS. They will, however, be examined, looking at their scores for conative, cognitive and affective attitude and will then be used in a more qualitative manner in both the results chapter and the discussion chapter.

4. Results

4.1 Quantitative results

4.1.1 Correlation between FLCA, FLE & FLA

	<i>FLCA TOTAL</i>	<i>FLE TOTAL</i>	<i>FLA TOTAL</i>
<i>Mean</i>	2.95	4.84	4.23
<i>N</i>	141	144	141
<i>Std.Dev.</i>	1.20	0.55	0.85

Table 1: Mean scores, N & Std. Dev. for FLCA, FLE & FLA

Mean levels were 2.95 (SD = 1.20) for FLCA, 4.84 (SD = 0.55) for FLE and 4.24 (SD = 0.85) for affective FLA. Mean FLCA and FLE fall within the range of previous studies (recalculated to 6-point scale results) conducted from 2014 to 2019 (Mean FLCA: 3.24/Mean FLE: 4.56) (Dewaele et al. 2019). A paired samples test and Pearson correlation revealed the following results and effect sizes, addressing the main research question of this study.

	<i>Mean</i>	<i>Std. Deviation</i>	<i>Pearson Corr.</i>	<i>t</i>	<i>df</i>	<i>Sig. (2-tailed)</i>
<i>FLA - FLCA</i>	1.30	1.79	-0.498	8.50	136	<.001
<i>FLA - FLE</i>	-0.59	0.79	0.430	-8.83	138	<.001
<i>FLE - FLCA</i>	1.86	1.51	-0.417	14.57	138	<.001

Table 2: Paired samples testing and Pearson Correlation between FLCA/FLE/FLA

<i>Paired samples effect sizes</i>		
<i>FLA - FLCA</i>	<i>Cohen's d</i>	0.73
	<i>Hedges' correction</i>	0.72
<i>FLA - FLE</i>	<i>Cohen's d</i>	-0.75
	<i>Hedges' correction</i>	-0.75
<i>FLE - FLCA</i>	<i>Cohen's d</i>	1.24
	<i>Hedges' correction</i>	1.23

Table 3: Paired samples effect sizes for FLCA/FLE/FLA

Paired sample testing and a Pearson correlation analysis revealed significant negative correlations between FLA and FLCA ($r(136) = -0.498, p < 0.001$) and between FLE and FLCA ($r(138) = -0.417, p < 0.001$). Those results show that higher FLA scores correlate to lower levels of FLCA, and higher levels of FLE correlate with lower levels of FLCA. Results reveal a moderate effect of FLA on FLCA (Cohen's $d = 0.73$), i.e. a more positive stance towards the foreign language has a moderate to high chance of reducing levels of FLCA. Additionally, a significant positive correlation was found

between FLA and FLE ($r(138) = 0.430, p < 0.001$). Paired samples testing also shows a moderate effect size (Cohen's $d = -0.75$) between FLA and FLE. Therefore, a better foreign language attitude both influences anxiety and enjoyment positively, but to a limited extent. Finally, effect size for FLE/FLCA was considerably large (Cohen's $d = 1.24$), which entails that a higher score for FLE elicits lower FLCA levels.

The following scatter diagrams show these correlations more clearly. A higher FLA score is shown to elicit lower foreign language anxiety scores, whereas higher FLA score elicits a higher score for foreign language enjoyment.

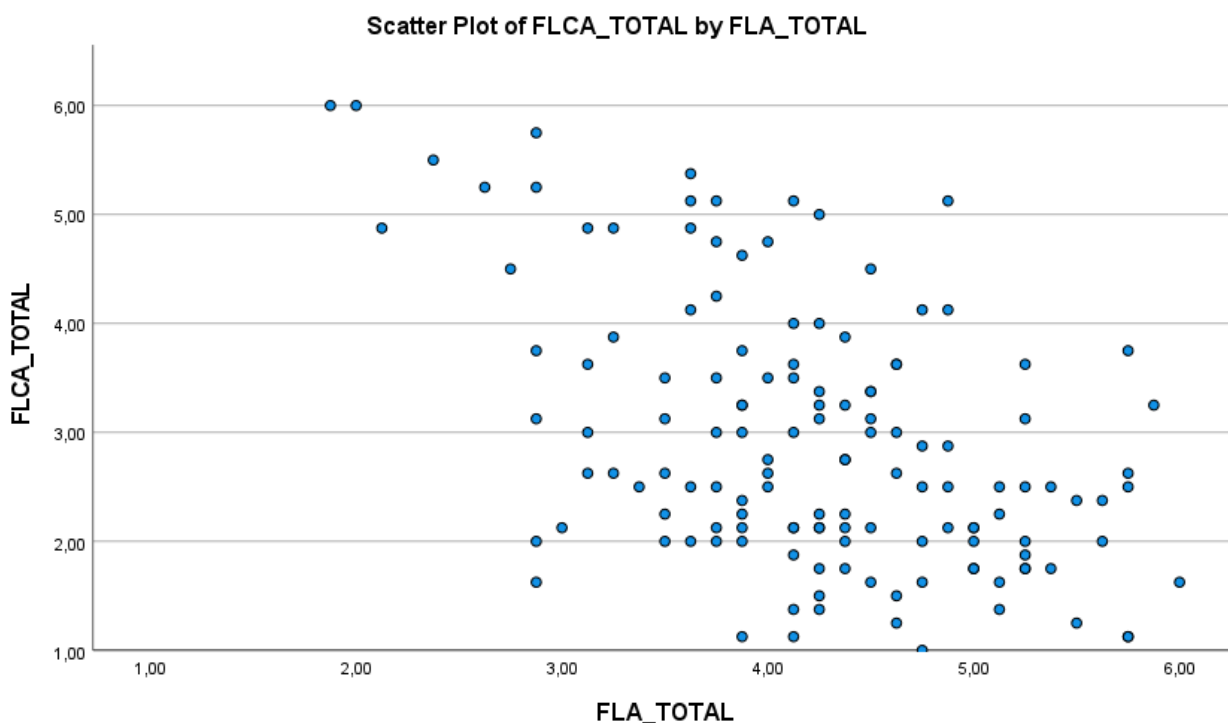


Figure 1: Scatter Diagram - Correlation between Foreign Language Attitude (FLA) and Foreign Language Classroom Anxiety (FLCA)

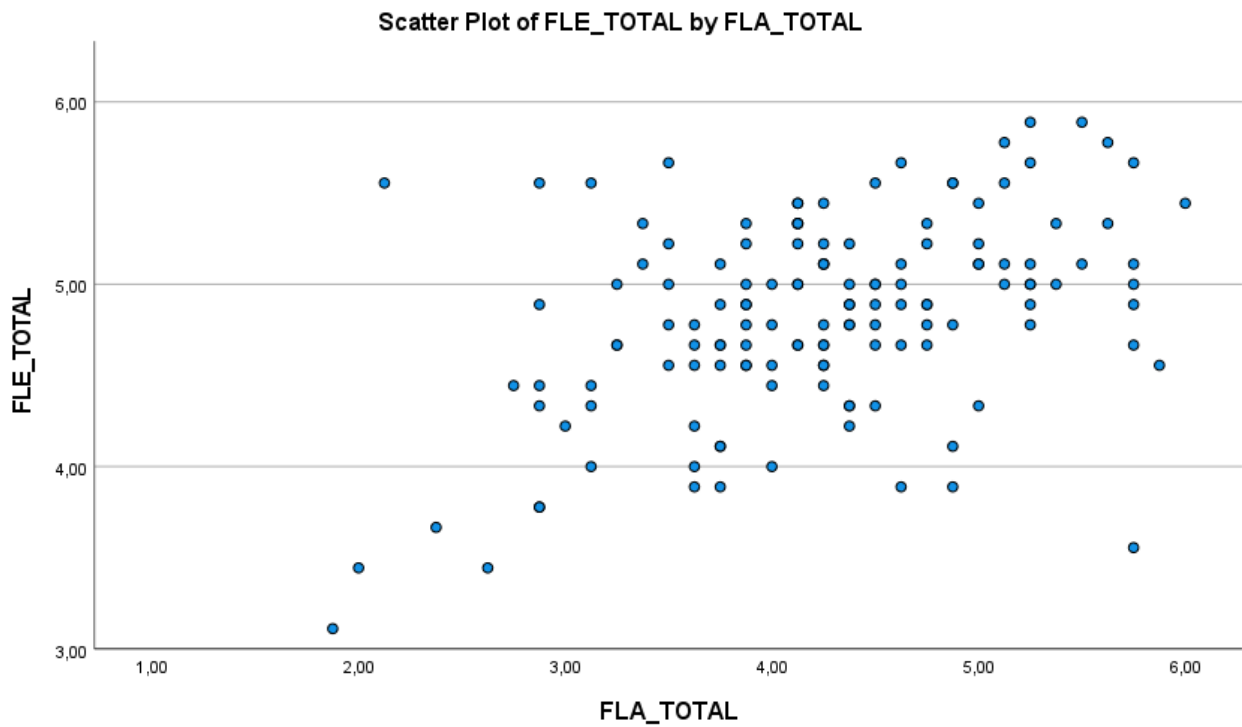


Figure 2: Scatter Diagram - Correlation between Foreign Language Attitude (FLA) and Foreign Language Enjoyment (FLE)

4.1.2 Correlation between Gender and FLCA, FLE & FLA

Gender - Mean score

	<i>M</i>	<i>F</i>	<i>t</i>	<i>df</i>	<i>Sig (2-tailed)</i>	<i>Mean Diff.</i>	<i>Cohen's d</i>
<i>FLCA</i>	2.40	3.33	-4.94	139	0.000	-0.93	-0.85
<i>FLE</i>	5.00	4.72	3.12	142	0.002	0.28	0.53
<i>FLA</i>	4.35	4.14	1.43	139	0.156	0.21	0.24

Table 4: Difference, Correlation and effect sizes between Gender and FLCA/FLE/FLA – Independent samples t-test

Independent samples t-tests show a significant difference between male and female students for FLCA and FLE. Male students show significantly less FLCA (diff.=-0.93, $t=-4.94$, $p < 0.000$, Cohen's $d=-0.85$) and significantly more FLE (diff.=0.53, $t=4.72$, $p < 0.002$, Cohen's $d=0.53$). Differences between male and female students concerning foreign language attitude (FLA) are less significant ($t=1.43$, $p < 0.156$) and effect size is small (Cohen's $d = 0.24$)

The table chart below shows the differences between genders clearly.

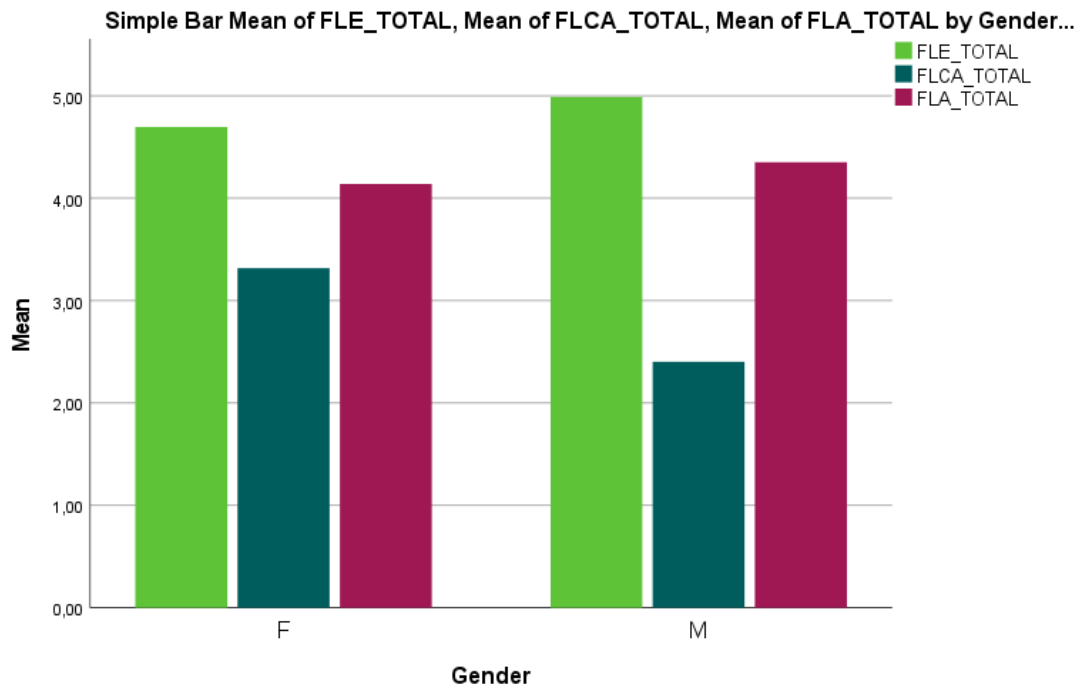


Figure 3: Table Chart - Difference between gender (M/F) concerning Mean FLA, FLCA & FLE

4.1.3 Correlation between age and FLCA, FLE & FLA

Age	Frequency	Means (Std. Dev)			Pearson Corr. & Sig (2-tailed)		
		FLCA	FLE	FLA	FLCA	FLE	FLA
15	1 (0.7%)	3.38 (-)	4.33 (-)	4.50 (-)	r=0.038	r=-0.243	r= -0.166
16	43 (29.5%)	2.91 (1.03)	5.03 (0.48)	4.50 (0.65)	p= 0.655	p= 0.003	p= 0.050
17	79 (54.1%)	2.87 (1.18)	4.82 (0.51)	4.13 (0.84)	N=141	N=144	N=141
18	21 (14.4%)	3.39 (1.49)	4.49 (0.63)	3.97 (1.12)			
19	2 (1.4%)	1.63 (0.53)	5.06 (1.18)	4.94 (0.80)			

Table 5: Frequency of respondent age, mean scores and Pearson correlation between age and FLCA/FLE/FLA

Table five reveals that two age groups have a low number of respondents, making results considerably less reliable concerning 15 (N=1) and 19 (N=2) year old students. A Pearson Correlation analysis shows a significant negative correlation for FLE ($r(144) = -0.243, p=0.003$), but no significant correlation between age and FLCA ($r(141) = 0.038, p=0.655$) or FLA ($r(141) = -0.166, p=0.050$).

4.1.4 Correlation between course choice and FLCA, FLE & FLA

Class	Mean (Std. Dev.)		
	FLCA	FLE	FLA
1. Economics/Modern languages (N=22)	2.57 (0.72)	4.89 (0.58)	4.67 (0.61)
2. Economics/Maths (N=15)	3.07 (1.12)	4.61 (0.42)	4.03 (0.59)
3. Greek/Latin (N=4)	3.42 (0.31)	5.14 (0.40)	5.25 (0.71)
4. Humanities (N=27)	3.40 (1.51)	4.31 (0.49)	3.88 (1.04)
5. Latin/Sciences (N=8)	2.84 (1.39)	5.00 (0.57)	4.70 (1.05)
6. Latin/Maths (N=12)	3.16 (1.22)	5.03 (0.36)	4.48 (0.57)
7. PE & Sports (N=11)	2.94 (1.39)	5.26 (0.41)	3.96 (1.00)
8. Science/Maths (N=43)	2.74 (1.06)	4.98 (0.45)	4.11 (0.74)

Table 6: Mean scores & Std. Dev. for groups concerning FLCA/FLE/FLA

Table 6 reveals that differences in course or active choice for a heavier focus on (modern) languages does not per se mean that those groups have the most positive scores for FLCA/FLE or FLA. The table above does show that students studying modern languages have the lowest level of FLCA. Students studying Latin and Greek seem to have the most positive foreign language attitude towards English. All groups show rather high levels of FLE. Foreign language attitude seems to differ the most between groups (see Discussion chapter for further examination).

The bar chart below shows the slight differences between groups.

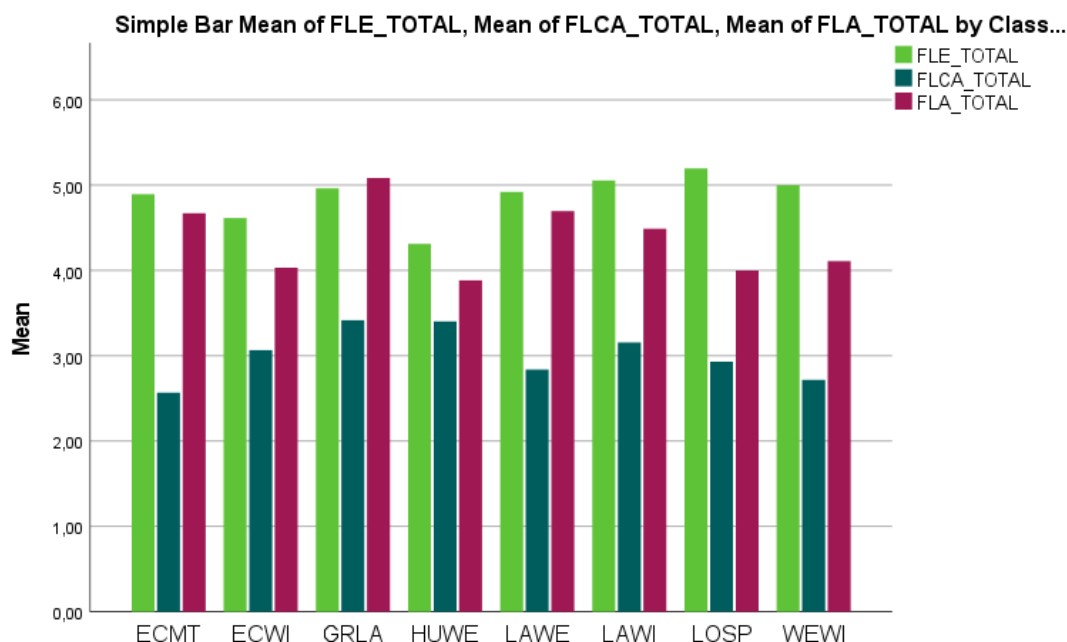


Figure 4: Table Chart - Difference between course choice concerning Mean FLA, FLCA and FLE

4.1.5 Correlation between teacher (attitude) and students' FLCA, FLE & FLA scores

Teacher	Mean (Std. Dev.) Students' scores			Teacher's FLA score (20 questions) (cognitive/affective/conative/total)			
	FLCA	FLE	FLA	Cognitive	Affective	Conative	Total (weighted)
Teacher one (N=83) (classes: 3/4/5/6/8)	3.06 (1.27)	4.79 (0.56)	4.13 (0.86)	3.71	5.86	5.33	4.47
Teacher two (N=31) (classes: 1/2/7)	2.86 (1.09)	4.99 (0.54)	4.20 (0.79)	4.00	5.71	4.83	4.85
Teacher three (N=28) (classes: 1/2/3/5/6)	2.71 (1.06)	4.80 (0.50)	4.57 (0.83)	5	5.71	4.17	5

Table 7: Mean FLCA/FLE/FLA scores for groups (by teacher) & Teacher's mean cognitive, affective and conative language attitude score

Table seven reveals that, although differences are minimal, teacher three, who has the most positive attitude towards the English language, also has the students with the lowest level of FLCA and the highest level of FLA. It is interesting, however, that the students whose teacher has the lowest FLA score also have the most negative results out of the three groups. However, again, differences are minimal and possibly negligible. The table chart below shows clearly the marginal nature of the differences between teachers.

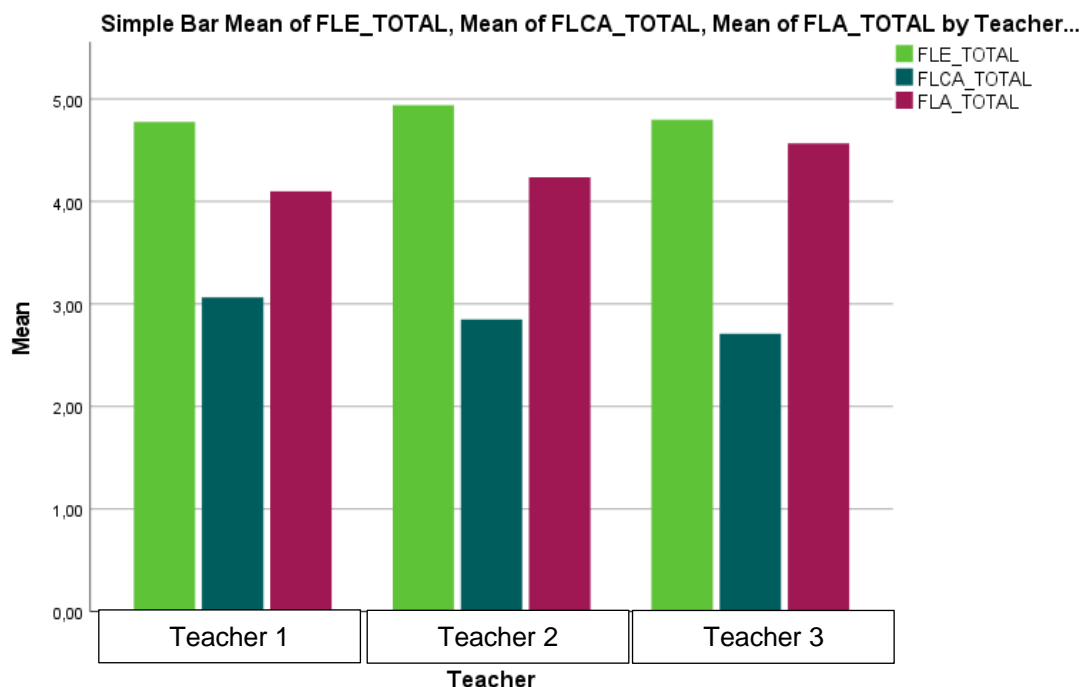


Figure 5: Table Chart - Difference between teachers concerning Mean Student FLA, FLCA and FLE

4.2 Qualitative Results

This section will present several interesting extracts from the open-ended questions asked to both students and teachers. Those answers will be connected to the quantitative analyses in the discussion. It needs to be noted that most students did not mention a specific event or episode from their English classes of which they had an adverse recollection, but rather answered with what topics they did not like during class.

Below, interesting answers are listed of both positive and negative experiences and students' individual FLCA/FLE/FLA scores next to the quotes. It should be noted however, that students' positive or negative answers do not always mirror their levels of FLCA, FLE and FLA. Students' answers were translated into English when they had been presented with the Dutch questionnaire.

4.2.1 Negative experiences

Students mainly disliked classes that were highly theoretical, filled with grammar, classes about the English tenses specifically, or classes that strictly followed the text book. Additionally, giving individual presentations in front of class were mostly considered "the worst". One student wrote the following: "When I have to give a presentation, then I feel like I will die." Furthermore, activities such as reading a text out loud and engaging in unprepared conversations during class were mostly disliked. Following are several quotes, arranged by type of experience (learner-/teacher-/task-oriented).

Learner-internal

St 4 – Sometimes feeling excluded from the class group. (FLCA: 3.00/FLE: 3.89/FLA:4.63)

St 84 – I speak English at home so that gives me some kind of pressure not to make mistakes. Whenever I make a mistake, people look at me like 'wow the native speaker made a mistake', or when someone's grades are higher than mine, they say 'ow, I've got higher grades than the native speaker.' (FLCA: 1.50/FLE: 4.67/FLA:4.25)

St 124 – everything (FLCA: 6.00/FLE: 3.44/FLA: 2.00)

The FLE score for this student is mostly 'higher' due to FLE-Social variables.

Teacher attitude or action

St 17 – My first teacher ever was mean. (FLCA: 1.63/FLE: 4.67/FLA: 4.50)

St 27 – We had to prepare something at home about an invention and read our text out loud for the entire class. The teacher laughed at me and told me I did not put in enough effort and laughed at my errors. (FLCA: 4.50/FLE: 4.44/FLA: 2.75)

St 42 – We had a substitute teacher for English in the third year. She was not good at speaking English and had a weird accent. We did not learn much that year and I had the feeling that we were better at English than she was. (FLCA: 2.50/FLE: 5.11/ FLA: 5.13)

St 58 – After I had received a bad mark for my first English test, the teacher thought it was a good idea to tell everyone in the class that I had failed. That was very embarrassing and demotivating. (FLCA: 1.75/FLE: 5.44/ FLA: 5.00)

St 75 – Once, a teacher called me a ‘debiel’ (= moron), because I said something wrong (when I actually said it correctly). (FLCA: (...*)/FLE: 4.78/FLA: 4.38)

St 76 – We had a substitute teacher and she was rude. She knew how to explain things, but when someone did not understand her explanation, she would get rude. Some of her lessons were good, but most of the time, I was left feeling misunderstood. (FLCA: 2.13/FLE: 4.78/FLA: 4.50)

94 – Last year, my teacher got extremely mad at us because we had not prepared anything for the lesson. He said that we were not going to make it if we kept this attitude up. It made me feel bad about my attitude in general. (FLCA: 1.63/FLE: 5.56/FLA: 2.88)

Multiple students answered that they found the following events or episodes rather humiliating:

“The teacher showed the entire class videos that they had prepared beforehand.”

“The teacher asked me a question to which I did not know the answer, which left me feeling very ashamed.”

Negative task experience

St 48 – We were instructed to come to the front of the class and talk about any word we drew from a jar. This gave me a lot of stress because you end up in a situation for which you could not prepare. (FLCA: 5.13/FLE: 3.89/FLA: 3.63)

St 66 – We had to do a difficult writing assignment in a very short amount of time. This writing assignment had to meet all kinds of requirements (tenses/grammar/...). I was frustrated because I wanted to do the assignment well, but it was very difficult in the time that we were given. (FLCA: 3.00/FLE: 4.89/FLA: 4.50)

4.2.2 Positive experiences

In terms of positive experiences, again most students referred to topics they particularly liked. Mostly, students seem to like engaging in creative assignments, reading literature (specifically Romeo and Juliet) or learning about the English culture or history. Multiple students seemed to have a good memory from one particular lesson in which they did a quiz about foods and subsequently learned new vocabulary. Furthermore, most students seemed to like group assignments and group presentations more than individual presentations, especially in an examination context.

Positive task experiences

St 11– We did a quiz about food and dishes during class (my group won). We had to guess dishes, name ingredients, etc. (FLCA: 1.75/FLE: 5.22/FLA: 4.83)

St 27 – We could prepare for a debate in groups. That way you could think about how to say certain things first. I think this is very interesting, because you learn to speak in English. (FLCA: 4.50/FLE: 4.44/FLA: 2.75)

St 50 – Last year during an oral exam, we had to discuss a book we had read. It was fun to share my opinion with the teacher and other students. The discussion went great and I felt comfortable. (FLCA: 2.88/FLE: 4.89/ FLA: 4.75)

Teacher attitude/actions

St 129 – The teacher complimented me after giving a presentation. That made me feel good. (FLCA: 2.63/FLE: 5.00/FLA: 3.25)

5. Discussion

The following chapter will discuss both the section on the quantitative results and the qualitative results in order to answer the following main research question as well as addressing connections to several variables or sub-dimensions.

RQ: To what extent does foreign language attitude have an effect on secondary school students' foreign language anxiety and enjoyment?

This study's literature review illustrated that, following a study by Dewaele et al. (2017), students' positive attitude towards the foreign language positively influences their FLE and FLCA. Therefore, the present study followed the same hypothesis.

The present study confirms that hypothesis, as it shows a significant and positive correlation between foreign language attitude and FLE and FLCA. Both foreign language enjoyment and anxiety were positively influenced by a positive stance towards the foreign language to a significant extent. Additionally, this study showed a significant negative correlation between FLE and FLCA. Higher levels of FLE correlate with lower levels of FLCA and effect size for FLE on FLCA was significantly large ($d = 1.24$), which entails that a higher score for FLE elicited lower FLCA levels. This finding is largely in line with previous research.

Following Dewaele et al. (2016) the two dimensions can moderately negatively influence one another, but it is also possible to find both high FLCA and FLE levels in learners or low levels of both. When looking at individuals' results, our findings largely suggest the same. Students had low FLE when they had high FLCA, high FLE when they had low FLCA, or would score high on both dimensions. However, low scores for both dimensions do not occur in this study. The significantly large effect size for FLE and FLCA in this study is certainly interesting. Results might indicate that Flemish secondary school students between the ages of 16 and 18 experience a high influence of FLCA on their FLE and that FLCA is also highly negatively affected by FLE, differing from the moderate effects of interaction in previous research.

The literature review revealed that FLCA and FLE both considerably affect the language learning process. Higher FLCA can increase the likelihood of demotivation among students during

classroom activities (Clément et al. 1994; in Yang, 2021), elicits more negative self-esteem in the learning process (Crookall & Oxford, 1991), and negatively impacts students' oral language performance (Ozer et al. 2021, p.364). Positive emotions, i.e. FLE, "strengthen language learners awareness of language input, promote learners' resilience and encourage learners to explore and play" (MacIntyre & Gregersen, 2012).

Combining the knowledge found within the literature review and this study's findings, i.e. the effect of FLCA and FLE on language learning, as well as the correlation between foreign language attitude and FLE and FLCA, we believe that students might benefit from an approach in which students' foreign language attitude is boosted by their teacher, as a more positive stance towards the language both lowers anxiety levels and increases enjoyment and consequently will enhance language intake and performance. The present study's qualitative section aimed to give some insights into what teachers might do to increase students' FLE and decrease FLCA, which might in turn positively affect their foreign language attitude.

Although the study's qualitative analysis provided the study with interesting excerpts, the answers to the open-ended questions should be examined with caution given their subjective nature and only partial correspondence to students' actual FLCA, FLE and FLA scores. Nonetheless, the qualitative section of this study showed that FLCA experiences are mostly teacher-oriented and task-oriented, and that FLE experiences are mostly task-oriented, e.g. when tasks were creatively 'invented' by the teacher and not strictly following the book structure. That would entail that statements such as "teachers should focus more on boosting learners' FLE instead of attempting to reduce their FLCA" (Dewaele et al. 2019), might not be entirely correct. Although teachers should pay attention to FLE when inventing tasks in which students can demonstrate their creativity, they should also reflect on their own behaviour and actions to not evoke higher levels of FLCA in students, i.e. teachers should pay equal attention to both dimensions.

Dogan (2020, p.93) revealed that teachers are the most important determinants during the formation of language attitudes. Moreover, previous research has shown the significant impact of FL teachers' attitude and methods on the student's own foreign language attitude (Dewaele et al. 2017). The current study showed (minimal) differences, between teachers' and their students'

attitude, FLCA and FLE. The teacher with the most positive attitude towards the English language had the students with the lowest level of FLCA and the highest level of FLA. The students whose teacher had the lowest FLA score also had the most negative results out of the three groups. Although differences are minimal and possibly negligible, they are in line with Dogan's (2020) findings.

This study also looked at variables that might further correlate to foreign language attitude, anxiety and enjoyment, such as gender, age and course choice. Regarding gender, results indicated a significant difference between male and female students for FLCA and a moderately significant correlation between genders for FLE. Male students showed significantly higher scores of FLE and lower scores of FLCA than female students. Those findings are only partly in line with a study by Dewaele et al. (2017), which found both higher FLE and higher FLCA for female participants. That study states that the differences between genders might be linked to foreign language attitude, as female participants found their new skills in the foreign language "cooler." Given that the present study only found slight and less significant correlations between gender and FLA, and that the difference between male and female students was relatively small, we argue that the difference in FLCA and FLE might not be per se due to foreign language attitude.

Regarding students' courses, students who actively chose a heavier focus on (modern) languages during their secondary education did not automatically have the most positive scores for FLCA/FLE or FLA as a whole. Students studying modern languages did have the lowest level of FLCA, however. Additionally, students studying Latin and Greek seem to have the most positive foreign language attitude towards English. All groups show rather high levels of FLE. Foreign language attitude seems to differ the most between groups. Given the small group size, we believe this study does not provide the field with sufficient data to draw conclusions on this matter yet. It might, however, be of interest to pursue this thread to provide teachers with results that can be applied in different classroom contexts, keeping in mind individual differences, as well as differences between secondary schools in Flanders.

With regard to age, results showed a significant negative correlation between FLE and age, whereas FLCA and FLA did not elicit significant correlations. Those results are partly in line with

previous research by Dewaele et al. (2017, 2019). Both studies showed a significant positive correlation between age and FLE, with students showing a slight increase in foreign language enjoyment the older they became. The present study suggests the opposite, with students showing a decrease in foreign language enjoyment. Additionally, FLCA showed no significant correlation with age both in previous studies (Dewaele et al. 2017; 2019) and in the current study. Moreover, FLA also showed no significant correlation with age in previous research (Tezi, 2011, p.77) and in the present study. We argue that, also given the small group sizes, results regarding age are of less significance, because most previous studies as well as the present study have often found results to be insignificant. Foreign language anxiety, enjoyment and attitude likely are more influenced by other variables, such as teacher attitude, gender and past experiences, etc. than age.

6. Conclusion

6.1 Purpose & value of study

The present study examined correlations between foreign language attitude and foreign language anxiety and enjoyment, including differences between gender, age groups, course choice and teacher for Flemish students in their last two years of secondary education. Although this study mostly confirmed previous research on the matter of foreign language anxiety, enjoyment and attitude, it has provided the field with more evidence on the impact of attitude on a student's enjoyment or anxiety in a language learning context. Furthermore, the dynamic between FLCA and FLE was present very clearly and previous findings were confirmed for this matter as well. Results concerning variables such as age, teacher and course choice were looked at with caution due to the limited group size. Gender, however, revealed significant results for FLE and FLCA. Foreign language attitude, on the other hand, did not yield any significant differences between genders. The qualitative sections of this study demonstrated interesting results, providing the study and the field with authentic answers by students, teaching us that students generally remember both good and bad teacher actions or decisions. Therefore, this study confirms previous findings on the matters of FLCA, FLE and FLA, while also providing the field with new and interesting findings.

6.2 Implications for teaching

As mentioned in the discussion, the importance of foreign language attitude should not be underestimated. Given that it does have an impact on both students' foreign language anxiety and foreign language enjoyment, teachers might try to improve this attitude to both lower anxiety levels and increase levels of enjoyment during language learning. Following our questionnaire on FLA, this might be done through strengthening their interest in English culture, giving students the opportunity to come into contact with native English people, or simply by giving students as much exposure to the language as possible. Regarding FLCA, the open-ended answers made it clear that students "suffered" the most when the teacher is the source of rude comments or public humiliation. Teachers should try to avoid this type of behaviour given the lasting impact this can have on a student's foreign language anxiety and ultimately their FLA. Finally, concerning FLE, most students indicated that they liked it when they were asked to creatively complete tasks or when

teachers deviated from the normal book structure and came up with creative and inventive exercises. These types of experiences might be more likely to increase students' foreign language enjoyment levels, ultimately boosting their foreign language attitude over a longer period of time.

6.3 Limitations of the study

The scope of this study was a limitation in itself. Much more interesting information might have been collected and analysed if this study had been of a larger scale. With regard to data collection, this study only received questionnaires from teachers at a single school. Ideally, a wider catchment of teachers and students might have filled out the surveys, and more schools might have been asked to participate. Concerning data analysis, as mentioned in the methodology, there is a considerable amount of useful data within the different questions (variables) of the survey as it covered e.g. FLE-social (teacher and environment) and FLE-private (learner-internal variables). The same can be said for questions regarding FLCA, less for FLA. Again, due to the scope of this study, this considerable amount of data could not be analysed in a more detailed fashion which is one of this study's largest limitations.

Although the qualitative answers were mostly interesting, most students did not write down specific events or episodes from their English classes of which they had particularly good or bad memories. Most students just mentioned what they liked and did not like about their English classes. This might be due to how the open-ended questions were phrased, but another explanation might be that students are not able to remember such specific events or episodes as easily.

6.4 Suggestions for further research

Further research might look into foreign language attitude and its influence on FLCA and FLE, also including variables such as gender, age, course choice and teacher, but doing so on a larger scale study for larger group sizes, which can in turn perhaps elicit significant results. Furthermore, we believe longitudinal studies concerning foreign language attitude during secondary education (and perhaps even higher education) can shed more light on age differences. One might also look into this matter in a more qualitative manner, to find what activities or teacher attitude works best to improve a student's FLE, FLCA or FLA. Finally, it might be of interest to explore correlations

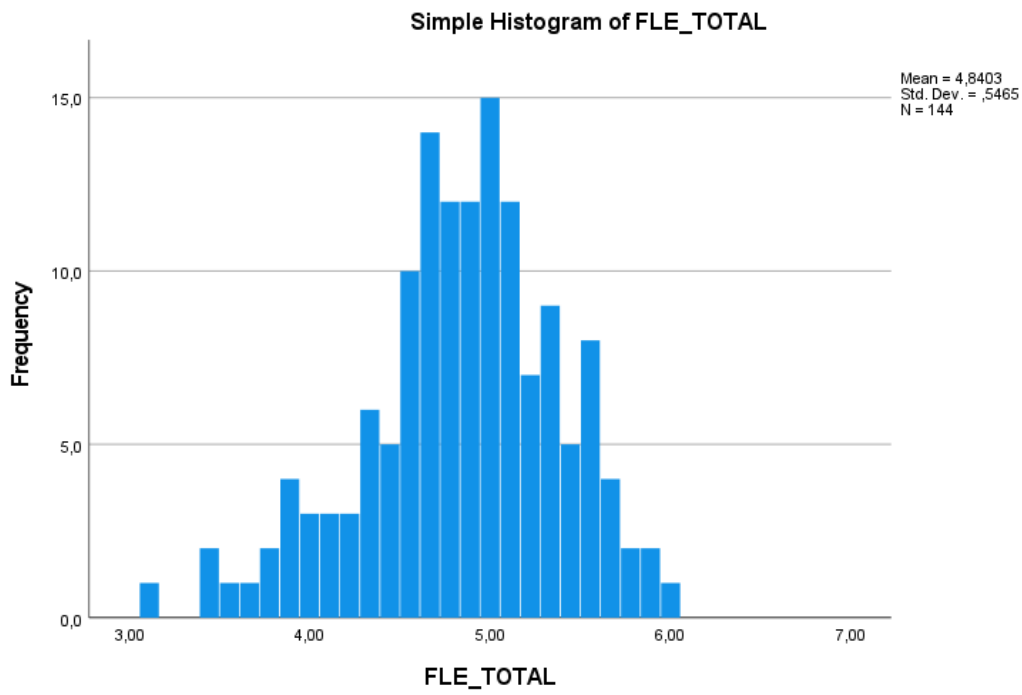
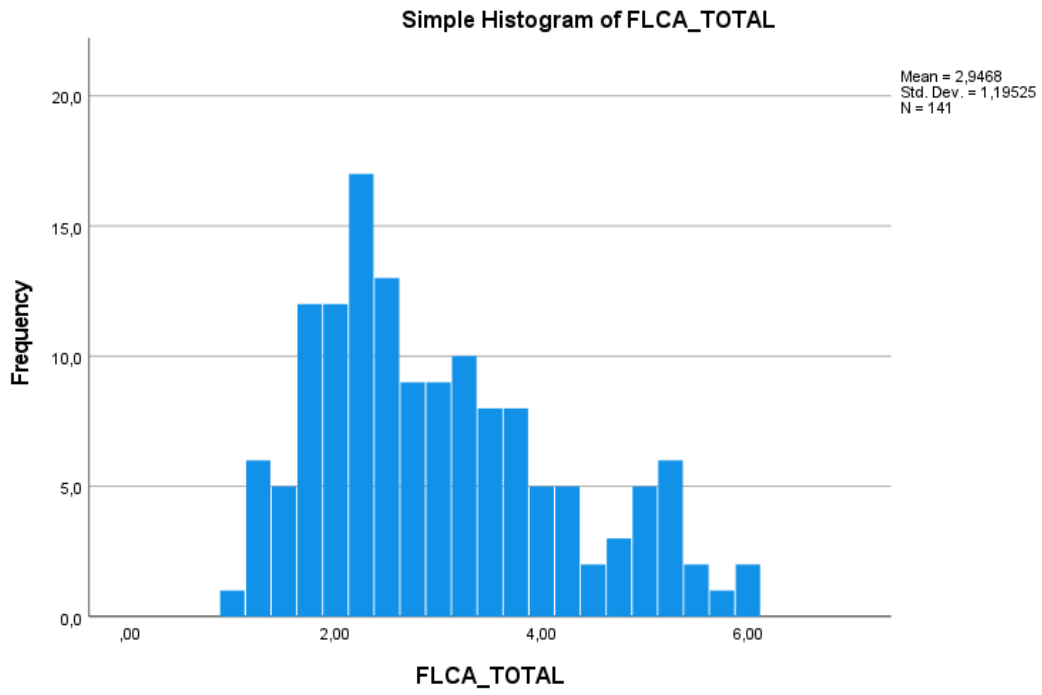
between Flemish student's attitude towards languages other than English such as German or French and their levels of enjoyment and anxiety when learning those languages.

Sources

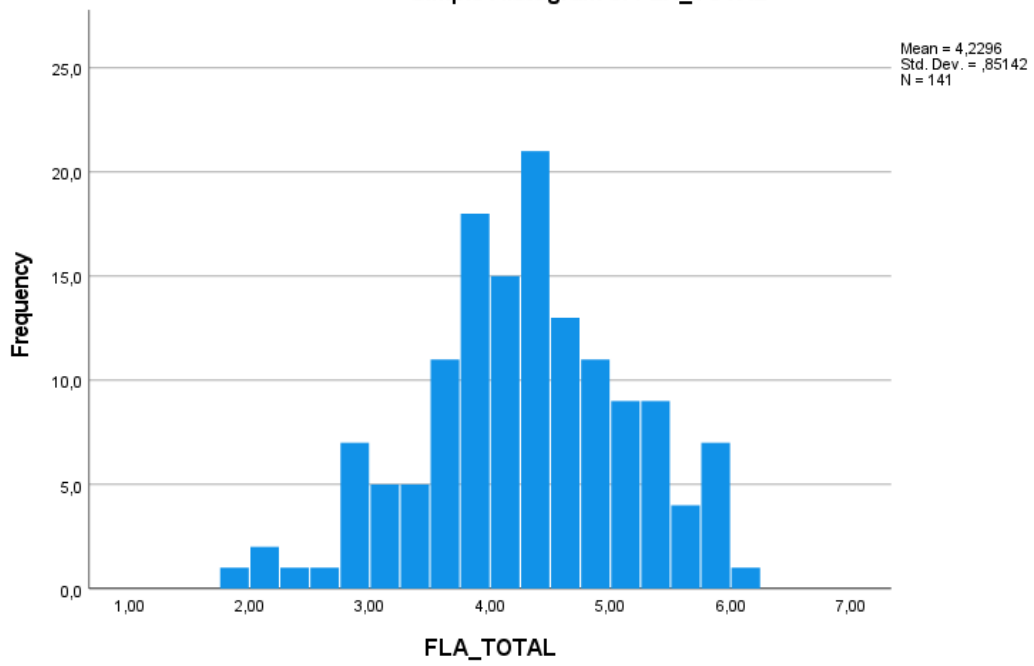
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Figures



Simple Histogram of FLA_TOTAL



Appendix

1. Survey for students (English)

INFORMED CONSENT FORM

Ik, ondergetekende, verklaar hierbij dat ik, als participant aan een onderzoek aan de Vakgroep Psychologische en Pedagogische Wetenschappen:

- (1) de uitleg over de aard van de vragen en de taken die tijdens dit onderzoek zullen worden aangeboden, heb gekregen en dat mij de mogelijkheid werd geboden om bijkomende informatie te verkrijgen;
- (2) totaal uit vrije wil deelneem aan het wetenschappelijk onderzoek;
- (3) *de* toestemming geef aan de onderzoekers om mijn resultaten op vertrouwelijke wijze te bewaren en te verwerken en anoniem te rapporteren;
- (4) op de hoogte ben van de mogelijkheid om mijn deelname aan het onderzoek op ieder moment stop te zetten en dit zonder opgave van reden;
- (5) weet dat ik op aanvraag een samenvatting van de onderzoeksbevindingen kan krijgen nadat de studie is afgerond en de resultaten bekend zijn;
- (6) geef toestemming dat mijn data gebruikt worden voor verder analyse door andere onderzoekers na volledige anonimisering;
- (7) weet dat UGent de verantwoordelijke eenheid is m.b.t. persoonsgegevens verzameld tijdens het onderzoek. Ik weet dat de data protection officer me meer informatie kan verschaffen over de bescherming van mijn persoonlijke informatie. Contact: Hanne Elsen (privacy@ugent.be).

Gelezen en goedgekeurd op (datum),

Handtekening van de participant

Naam van de verantwoordelijke onderzoeker: Tom Van Mossevelde

Name:
Age:
Gender:
Field of study:
English teacher:

Indicate the box that corresponds the most with your opinion on the different statements.

Vraag	Level of agreement					
	I strongly disagree	I disagree	I somewhat disagree	I somewhat agree	I agree	I strongly agree
1. I liked the lesson.						
2. I often learn interesting things.						
3. I feel proud of my achievements during the lesson.						
4. The teacher motivates me.						
5. The teacher is helpful.						
6. The teacher is friendly.						
7. The class form a tight-knit group, we are good friends.						
8. Our class has 'insider jokes', i.e. jokes that other classes would not understand.						
9. We laugh a lot during class.						
10. Even when I am well prepared to an English class, I often feel anxious.						
11. I always feel that my classmates have a better mastery of English.						
12. I do not worry about making mistakes during English class.						

13. I can hear my heart beating whenever I have to say anything in English in class.						
14. I feel confident when I speak English during class.						
15. I feel anxious and confused when I speak during English class.						
16. I panic when I have to speak in English without preparing first.						
17. I am embarrassed to answer voluntarily in my English class.						
18. I like watching the news in English.						
19. I appreciate listening to songs in English.						
20. I like it when people talk to me in English.						
21. I am very interested in learning to speak fluently in English.						
22. I feel proud when I learn about the English culture or language.						
23. I like studying better when the course is written in English.						
24. I feel more confident when I speak in English (outside of the classroom)						
25. I like it when people greet me in English.						

Open vraag:

Describe one specific event or episode in your English class that you really enjoyed, and describe your feeling in as much detail as possible. This event does not need to have taken place this year.

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Describe one specific event or episode in your English class that you really disliked/of which you still have a bad memory, be as specific as possible. This event does not need to have taken place this year.

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2. Survey for students (Dutch)

Naam:
Leeftijd:
Gender/Geslacht:
Richting & studiejaar:
Leerkracht Engels:

Kruis het vakje aan dat het meest overeenstemt met je mening over een bepaalde stelling.

Vraag	Mate van overeenstemming					
	Helemaal niet akkoord	Niet akkoord	Net niet akkoord	Redelijk akkoord	Akkoord	Helemaal akkoord
1. Ik vond de les leuk.						
2. Ik leer interessante dingen.						
3. Ik voel me trots op wat ik bereik tijdens de les.						
4. De leerkracht motiveert me.						
5. De leerkracht is hulpvaardig.						
6. De leerkracht is vriendelijk.						
7. De klas vormt een hechte groep, we zijn goede vrienden.						
8. Onze klas heeft 'insider jokes', grappen die andere klassen niet zouden begrijpen.						
9. We lachen vaak in de klas.						
10. Zelfs wanneer ik goed voorbereid ben voor een les Engels, voel ik vaak stress.						
11. Ik vind dat mijn klasgenoten altijd beter de Engels beheersen dan ik.						
12. Ik maak me geen zorgen over fouten maken tijdens de les Engels.						

13. Ik hoor mijn hart kloppen als ik iets in het Engels ga moeten zeggen in de klas.						
14. Ik voel me zelfzeker wanneer ik spreek tijdens de les Engels.						
15. Ik ben nerveus en verward wanneer ik spreek tijdens de les Engels.						
16. Ik panikeer wanneer ik moet spreken in het Engels zonder voorbereiding.						
17. Ik schaam me om vrijwillig te antwoorden tijdens de les Engels.						
18. Ik hoor graag nieuws in het Engels.						
19. Ik apprecieer liedjes in het Engels.						
20. Ik vind het leuk als mensen me aanspreken in het Engels.						
21. Ik ben erg geïnteresseerd in het vlot leren spreken van het Engels.						
22. Ik voel me trots wanneer ik iets leer over de Engelse cultuur of taal.						
23. Ik vind het leuker om te leren wanneer de leerstof in het Engels staat.						
24. Ik voel me meer zelfzeker wanneer ik in het Engels spreek.						
25. Ik vind het leuk als mensen Engels tegen me spreken.						

Open vraag:

Beschrijf een specifiek moment uit de les Engels dat je echt leuk vond, wees zo specifiek mogelijk. Dit hoeft niet in je huidige jaar te zijn.

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Beschrijf een specifiek moment uit de les Engels waar je een slechte herinnering aan hebt, wees zo specifiek mogelijk. Dit hoeft niet in je huidige jaar te zijn.

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3. Survey for teachers (Dutch)

Naam:
Leeftijd:
Gender/Geslacht:
Klassen waaraan ik lesgeef (Engels):
Opleiding/Diploma:

Geef aan hoe zeer u het eens bent met de stellingen in de linker kolom. Stellingen 1 tot 6 hebben betrekking tot het gebruik van Engels in andere vakken (bv. Geschiedenis/Wiskunde/...) zoals dat in immersieonderwijs zou plaatsvinden.

Vraag	Mate van overeenstemming					
	Helemaal niet akkoord	Niet akkoord	Net niet akkoord	Enigszins akkoord	Akkoord	Helemaal akkoord
1. Het is mogelijk om alle vakken in het lager onderwijs in het Engels te geven.						
2. Onderwijs in het Engels maakt het gemakkelijker voor leerlingen om een concept te begrijpen.						
3. Onderwijs in het Engels helpt leerlingen zich beter uit te drukken tijdens de les.						
4. Een goede taalvaardigheid in het Engels geeft leerlingen een voordeel in andere vakken.						
5. Bevelen geven in het Engels is doeltreffender dan in het Nederlands.						
6. Engels spreken tijdens de les helpt leerlingen zich op termijn zelfverzekerder uit te drukken.						
7. Engels is een expressieve en descriptieve taal.						

8. Ik lees graag het nieuws in het Engels.						
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9. Ik hou ervan met andere mensen in het Engels te spreken.						
10. Ik wil mijn eigen Engelse taalvaardigheid nog steeds bijschaven.						
11. Ik kijk er telkens naar uit, Engels te geven.						
12. Ik voel me zelfverzekerder wanneer ik Engels spreek.						
13. Ik wil dat mijn leerlingen vlot Engels leren spreken.						
14. Ik voel me tevreden wanneer mijn leerlingen iets bijgeleerd hebben in het Engels.						
15. Ik spreek altijd Engels tijdens de les.						
16. Als ik iets neerschrijf, dan doe ik dat vaak in het Engels. (buiten de les)						
17. Als leerlingen tijdens de les in het Nederlands spreken, motiveer ik ze om Engels te spreken.						
18. Ik gebruik regelmatig Engels wanneer ik communiceer via email of sms.						
19. Ik denk regelmatig na in het Engels.						
20. Ik geef leerlingen zo veel mogelijk kansen Engels te spreken.						

Open vragen:

Op welke manier probeert u uw leerlingen te motiveren tijdens de les/ hoe zorgt u ervoor dat ze het leuk hebben tijdens de les?

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Zijn er bepaalde methoden die u gebruikt om taalangst bij leerlingen te verminderen? Zo ja, dewelke?

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English survey questions for students

FLE (Adapted from Botes et al. 2021)

4. I enjoy the class
8. I've learnt interesting things
9. In class, I feel proud of my accomplishments
15. The teacher is encouraging
16. The teacher is friendly
17. The teacher is supportive
19. We form a tight group
20. We have common "legends", such as running jokes
21. We laugh a lot

FLA (Adapted from Botes et al, 2021)

1. Even if I am well prepared for FL class, I feel anxious about it
2. I always feel that the other students speak the FL better than I do
3. I can feel my heart pounding when I'm going to be called on in FL class
4. I don't worry about making mistakes in FL class (reverse-coded)
5. I feel confident when I speak in FL class (reverse-coded)
6. I get nervous and confused when I am speaking in my FL class
7. I start to panic when I have to speak without preparation in FL class
8. It embarrasses me to volunteer answers in my FL class

Attitude (Adapted from Horwitz & Cope, 1986)

I like to hear news in English

I appreciate listening to songs in English

I like it when people talk to me in English

I have great interest in learning to speak fluently in English

I feel proud when I study or learn about English

I love studying in English more than in Dutch

I feel more confident whenever I speak in English

I appreciate people greeting me in English

English survey questions for teachers (Adapted from Somblino et al. 2020)

COGNITIVE DIMENSION

It is possible to teach all primary school subjects in English.

Teaching in English makes it easier for learners to grasp the ideas taught in class.

Teaching in English will enable teachers to express themselves clearly in class.

Being good at English helps students study in other subjects.

Giving command in English is more effective than in any other languages.

Using English in class enables students to express themselves confidently.

English is an expressive and descriptive language.

AFFECTIVE DIMENSION (Relevant questions)

I like to get news in English.

I like it when people talk to me in English.

I have always had great interest in achieving fluent speech in English. (Adapted)→ I still want to better my own proficiency

I look forward to every time I teach in English in class. (Adapted)

I feel more confident whenever I speak in English.

I want my learners to learn English fluently.

I feel satisfied when my students something new in English. (Adapted)

CONATIVE DIMENSION

I always speak in English in my classes (Adapted)

Whenever making personal notes, I write in English (Adapted)

When students are speaking Dutch during class, I motivate them to speak English

I communicate in English whenever I send messages through email and text messages

I regularly think in English (Adapted)

I give students as many opportunities as possible to speak in English.