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**How Skills-based Classroom Activities Shape Learners' Foreign Language Enjoyment:
A Mixed-Modelling Longitudinal Examination**

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May 2024

Declaration

I declare that this thesis, entitled “How Skills-based Classroom Activities Shape Learners’ Foreign Language Enjoyment: A Mixed-Modelling Longitudinal Examination,” is my work except for the materials taken from the literature and acknowledged in the texts and the list of references. This thesis has not been submitted for any other degree or academic qualification.

Name: Alfaf Albakistani

Date: 12th of May 2024

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Abstract

A large proportion of research on foreign language emotions that has emerged in the last decade has focused on the relationship between foreign language enjoyment and various individual and contextual independent variables (Dewaele et al., 2021). Classroom activities have been discovered to be linked to Foreign Language Enjoyment (FLE) (Dewaele & MacIntyre, 2014). Although researchers have explored the enjoyment of classroom activities (Boudreau et al., 2018; Dao & Sato, 2021; Elahi Shirvan & Taherian, 2020, 2021; Li & Xu, 2019; Pan & Zhang, 2021; Li et al., 2020), little research has been carried out on how specific classroom activities involving speaking, listening, reading and writing shape FLE. This study examines how the enjoyment of certain skill-based activities changes over time and what factors contribute to its variances within and among English foreign language learners. It adopts a longitudinal mixed-method approach. Over nine months, repeated surveys were employed to track the enjoyment of classroom activities of 160 EFL adolescent learners from three grades in a Saudi secondary school. The survey included items for rating the enjoyment of speaking, reading, listening, and writing activities, as well as items for assessing the degree of collaboration, control, creativity, and authenticity linked with each activity (Csikszentmihalyi, 2008; De Bot, Lowie & Verspoor, 2007; Fredrickson, 2004; Pekrun, 2000).

Four classroom observations, eight stimulated recall interviews, and ten semi-structured interviews were conducted. A repeated analysis of variance (ANOVA) was performed to investigate the differences in skill-specific enjoyment at different points in time. The primary statistical analysis was conducted via linear mixed-effects models (LMMs) by constructing random intercept and slope models. The ANOVA results showed significant differences in skill-specific enjoyment on the first data collection. LMMs revealed that only

speaking enjoyment increased significantly over time while reading, listening, and writing enjoyment remained stable.

Interestingly, intra-individual variation in the enjoyment of the four skills increased significantly over time. Moreover, learners' initial levels of enjoyment of the four skills varied considerably. Hence, while learners' enjoyment of speaking and listening continued to diverge by showing unique trajectories in the rate of change, their enjoyment of reading and writing remained relatively consistent with the group patterns. At the intra-individual level, collaboration was predictive of speaking enjoyment, creativity predicted speaking and reading enjoyment, whereas control contributed to writing enjoyment. At the inter-learner level, collaboration significantly contributed to the enjoyment of speaking, listening, and writing, control was predictive to reading enjoyment, while creativity only predicted speaking enjoyment. The enjoyment of skill-related activities was unaffected by authenticity. Both quantitative and qualitative findings suggest that the specific features (i.e., collaboration, control, creativity and authenticity) of the skill-based activities and other individual and contextual factors (i.e., games and competitions, interesting topics, teacher characteristics, practices and behaviours, engagement, learning progress and positive experiences, and emotional regulations) positively contribute to learners' enjoyment. The complex interactions between the different factors shape learners' enjoyment of a specific activity. This study draws pedagogical implications from the findings, more specifically the development of classroom activities with positive features that lead to activity enjoyment.

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List of Key Abbreviations

Abbreviation	Full Term or Phrase
CEFR	Common European Framework of Reference for Languages
CDST	Complex Dynamic System Theory
CVT	Control-Value Theory
EFL	English as a Foreign Language
L1	First Language
FL	Foreign Language
FLCA	Foreign Language Classroom Anxiety
FLE	Foreign Language Enjoyment
FLES	Foreign Language Enjoyment Scale
FLLB	Foreign Language Learning Boredom
FLCAS	Foreign Language Classroom Anxiety Scale
OEQ	Open-ended Question
PM	Person Mean
PMC	Person Mean Centred
PP	Positive Psychology
SLA	Second Language Acquisition
SSI	Semi-structured Interview
S-FLES	Short Form of the Foreign Language Enjoyment Scale
SRI	Stimulated Recall Interviews

Chapter 1

Introduction

Background and Rationale for the Study

Dewaele (2020) expressively proposes, “If classroom emotions were music, teachers would be conductors and learners would be members of the orchestra” (p.8). This metaphor emphasises the importance of acknowledging learners' emotions and highlights the fact that teachers are accountable not only for students' learning but also for their emotional well-being. As the quote suggests, it is the responsibility of teachers to be aware of learners' emotions and to shape them in a way that reinforces their motivation to learn. This metaphor illustrates the dynamic relationship between teachers and learners, where the emotional atmosphere of the classroom has a profound effect on the learning process and the exhilaration linked to the acquisition of language skills.

Researchers in various educational contexts have recognised that learners' emotions play a crucial role in second language acquisition (SLA). The process of learning a foreign language can evoke intense positive or negative emotions. Over the past decade, an increasing number of high-profile researchers in SLA have recognised that the range of emotions experienced by language learners is similar to those in other educational fields (Dewaele, 2019; Dewaele & Li, 2020). Despite their importance, emotions were not the subject of SLA studies (Ross & Rivers, 2018) or applied linguistics research (Dewaele et al., 2019), as cognitive perspectives have dominated the field (Smith, 2017). A group of researchers has provided evidence for the inextricable relationship between cognition and emotion (Lantolf & Swain, 2019; Swain, 2013), identifying emotion's essential role in relation to cognition and motivation in language learning (Dewaele, 2005). However, although some SLA researchers' theories, such as the affective filter hypothesis (Krashen,

1982) and the acculturation model for SLA (Schumann, 1978), recognise the importance of positive emotions in SLA, they did not generally receive much attention until recently. As early studies in motivation proved the negative impact of anxiety on language learning (Gardner, 1985), SLA research on emotions was mostly restricted to negative emotions (Horwitz et al., 1986). For more than 30 years, anxiety has been given considerable attention (Dewaele & Li, 2020).

Horwitz et al. (1986) were the first to recognise that foreign language classroom anxiety (FLCA) is different from other types of anxiety, including trait anxiety and test anxiety (Horwitz, 2010; MacIntyre & Gardner, 1989). They define it as "a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process" (Horwitz et al., 1986, p.128). Thus, FLCA is a unique type of anxiety that learners experience while using or learning an FL (Horwitz, 2017). It has a range of negative impacts on various aspects of the FL learning process (Gkonou et al., 2017; Horwitz, 2017; Teimouri et al., 2019). Considering FLCA as the most intensively and frequently experienced emotion in FL classrooms (MacIntyre, 2017), it was found to derive from different sources, including a lack of self-efficacy (Haley et al., 2015) and self-esteem, limited proficiency in the FL, inter-learner competition (Jin et al., 2015), harsh error correction (Gregersen, 2003), low motivation (Lu & Liu, 2011), and a lack of communicative ability in the FL (Horwitz, 2001; Horwitz et al., 1986).

Interest has grown in a wider range of emotions, including positive emotions as well. The emergence of positive psychology (PP) (Seligman & Csikszentmihalyi, 2008) has heightened the need to assess normal people's positive emotions in addition to their negative emotions. This includes the emotions experienced by learners in classrooms. Enjoyment has been introduced by the theories within the PP, most notably Fredrickson's (2004) broaden-and-build theory of positive emotions, the theory of flow (Csikszentmihalyi, 2008), and the

control-value theory of achievement emotions (Pekrun, 2000). The broaden-and-build theory (Fredrickson, 2004) distinguishes between positive and negative emotions, focuses on how learners flourish, build social and individual growth, encourage effective engagement, and develop ways to decrease and deal with negative experiences (MacIntyre & Mercer, 2014). In the control-value theory of achievement emotions, enjoyment can be experienced in relation to specific subjects in academic contexts, and foreign language learning is one of them (Mierzwa, 2019).

Dewaele and MacIntyre (2014) were the first to operationalise foreign language enjoyment (FLE), to define it as a complex, classroom-specific positive emotion and to investigate its relationship with FLCA in FL classrooms. Since then a growing number of researchers have investigated FLE by adopting the theories from the PP as their theoretical frameworks (Boudreau et al., 2018; Dewaele et al., 2019; Dewaele et al., 2018; Elahi Shirvan & Taherian, 2020; Li et al., 2018; MacIntyre & Dewaele, 2014).

FLE refers to a broad positive emotion that language learners experience when confronted with challenging language activities that align with their psychological demands (Dewaele & MacIntyre, 2014). FLE has been shown to have positive effects on FL learning success, achievement and proficiency (for a meta-analysis, see Botes, Dewaele & Greiff, 2022).

Recently, researchers have shown a new interest in other positive emotions such as hope, love, pride, interest and joy (e.g., MacIntyre, Gregersen & Mercer, 2019; MacIntyre & Vincze, 2017) along with other negative emotions that have been traditionally ignored such as guilt and shame (e.g., Teimouri, 2018). Boredom has also recently attracted SLA researchers' attention (Li, 2021; Li et al., 2023). The most frequent negative and positive emotions that FL learners experience in classes are FLCA and FLE (Dewaele & MacIntyre, 2014, 2016; Piniel & Albert, 2018).

Negative and positive emotions have long been considered static and monolithic variables (Lu & Liu, 2011). However, as the complex dynamic system theory (CDST) has recently developed within the SLA field (De Bot, Lowie & Verspoor, 2007; Larsen-Freeman & Cameron, 2008), researchers argue that, just as different parts of the learners' linguistics systems are inter-connected with each other, learners' emotions are connected with each other and both influenced by the context and influencing the context. They also change over time and are hard to pin down because they are complex, dynamic, and multifaceted (Dewaele, 2012; Dewaele et al., 2018; Dewaele & MacIntyre, 2014). Moreover, they are interacting with learner-external variables and contextual factors at various levels (Larsen-Freeman & Cameron, 2008).

Influenced by the CDST, which posits the dynamic nature of emotions, researchers have recently been investigating the growth of FLE over time (typically a couple of months) (Elahi Shirvan et al., 2018, 2021; Li & Xu, 2019). The findings from most of these studies suggest that FLE increase over time. Furthermore, the concept that positive and negative emotions in FL learning interact with dynamic subsystems has received considerable critical attention (Boudreau et al., 2018; Dewaele & MacIntyre, 2014; Elahi Shirvan & Talebzadeh, 2020). They depend on the person's qualities, the classroom environment or other learners. The most striking result to emerge from the current research on learner emotions is that learner-external factors, especially teachers and peers, primarily determine FLE (Dewaele & MacIntyre, 2019; Dewaele et al., 2022; Elahi Shirvan et al., 2021; Elahi Shirvan & Taherian, 2020). Moreover, most learners experience enjoyment when they perform specific activities in the FL classroom (Dewaele & MacIntyre, 2014; Boudreau et al., 2018; Elahi Shirvan et al., 2018, 2021). These studies show that enjoyment stemmed from activities that were challenging but achievable, allowing opportunities for new solutions, included exciting topics, involved social interaction with teachers and peers and enabled learners to have

control over activities performance and outcomes (Dewaele & MacIntyre, 2014; Dewaele et al., 2018; Elahi Shirvan & Taherian, 20220; Piniel & Albert, 2018).

Despite the significant impacts of classroom activities on the learners' emotions, a systematic understanding of how classroom activities contribute to learners' enjoyment still needs to be developed. Most of the previously published studies are limited to the enjoyment of speaking activities (Boudreau et al., 2018; Chen, 2023; Dao & Sato, 2021; De Ruiter et al., 2019; Li & Dewaele, 2024; Pan & Zhang, 2021; Saito et al., 2018). So far, very little attention has been paid to the enjoyment of reading, listening and writing (Dewaele et al., 2018; Dewaele & Li, 2022; Li et al., 2023; Piniel & Albert, 2018; Zheng & Zhou, 2022).

Recently, a few researchers have focused on the importance of developing enjoyment scales that are tailored to measure the role of enjoyment in second language skills performance or achievements. Li et al. (2023) and Li and Dewaele (2024) are among the first to have developed the Foreign Language Writing Enjoyment Scale and Task Enjoyment Scale for speaking. These scales are designed to assess the extent to which learners' enjoyment of language learning contributes to their ability to perform better in speaking and writing.

More studies on classroom activities are needed to explore whether an activity's skill (i.e., speaking, reading, listening and writing) affects FL learners' enjoyment differently. It is important to consider how learners' enjoyment may deviate from general group averages associated with experiences of skills-based activities. Moreover, to clarify that FL enjoyment as a complex system arises from numerous concurrent causes and to explore the complex interactions between multiple sources (Oxford & Gkonou, 2021), it is necessary to examine the changes in learners' skills-related enjoyment during different times (MacIntyre, & Mercer, 2014).

The sources of FL learners' skills-related enjoyment still need to be fully explored. To better understand this, this thesis examines the differences in enjoyment levels of the four FL skills (reading, writing, listening, speaking) across three time points. Since various contextual and individual factors influence FL learners' enjoyment, it is essential to explore the enjoyment associated with each skill in isolation to distinguish it from general enjoyment in FL classrooms. Additionally, the study tracks changes in enjoyment levels over time, including group trends and individual variations. It also identifies the unique factors that contribute to each skill separately, investigating how specific individual and contextual factors shape each skill's enjoyment over time and what factors contribute to its variation within and between FL learners across different timescales.

This study used several methods, such as surveys, classroom observations, interviews and stimulated-recall interviews, to gather data about the subjective experience of enjoyment among learners. By analysing this data from different angles, the study was able to offer valuable insights into the concept of enjoyment. The study also looked at individual learners' enjoyment from a skills-related perspective, providing a deeper understanding of the topic.

The study aims to examine the enjoyment of skills-related activities among learners and the factors that influence it in English FL classes. By doing so, it aims to understand how the qualities of the activities shape learners' emotions over time. This can help course developers to design activities that can elicit positive emotions in learners. This study is one of the first to investigate the growth of enjoyment linked to skill-based activities in FL classrooms. It provides a comprehensive understanding of the dynamic interplay between variables in the classroom environment.

This thesis consists of six chapters. The literature review section (Chapter 2) presents an overview of the existing and relevant theories, defines the main concepts, and links them together to frame the research, providing justifications within the theoretical framework.

Moreover, it provides an overview of the empirical studies that have explored enjoyment (FLE) in FL classrooms, highlighting the interactions between the different variables affecting them. The four skills are discussed in detail. Finally, a summary of the critical aspects and the gap in the literature is presented, followed by the research questions.

Chapter 3 presents the research design and methodological approaches to address the research questions. This section starts with the study's research design, sample recruitment, and researched variables. It then describes the instruments used for data collection and analysis processes. It lastly concludes with a discussion of the piloting and ethical procedures. The chapter then provides an overview of the quantitative and qualitative methods. The chapter presents the quantitative data processing procedures of the student and teacher questionnaires. Then, the statistical methods of the quantitative data analysis are described. The following section shows the qualitative data analysis practice of the open-ended question (OEQ) obtained from the questionnaire, the classroom observations, stimulated recall interviews (SRIs), and semi-structured interviews (SSIs).

The results section (Chapter 4) presents the findings of the data analysis. In addition to reporting quantitative and qualitative findings, it presents them concisely and objectively, without interpretation.

Discussion (Chapter 5) discusses the findings in light of the studies already reported in the literature review chapter. This chapter examines the implications of the findings, identifies the similarities and differences between this study and previous work, and addresses the research questions or hypotheses. In addition, it provides theoretical, methodological, and pedagogical implications. Finally, the discussion acknowledges the study's limitations and provides recommendations for further research.

In the conclusion (Chapter 6), the main original findings are presented, including the key outcomes and their importance. The chapter discusses the research's theoretical and practical contributions to applied linguistics.

Chapter 2

Literature review

Introduction

This study aims to examine the dynamics of skills-specific enjoyment and the factors contributing to it. An interdisciplinary theoretical framework was developed using concepts and ideas from within three different fields, including Fredrickson's Broaden-and-build (2004) Theory, Csikszentmihalyi's Flow Theory (1990) from positive psychology, the Control-value Theory of Achievement Emotions (Pekrun's theory, 2006) from educational psychology, and the Complex Dynamic Systems Theory (CDST, de Bot, 2017) from second language acquisition research. The theories were combined freely to best address the priorities in the present study. A set of constructs was adopted from the four conceptual frameworks that can provide perspectives that guide the choices of the four factors: collaboration, control, creativity, and authenticity (Csikszentmihalyi, 1997, 1989, 1990; de Bot, 2017; Fredrickson, 2001, 2004; Pekrun, 2002, 2006). Moreover, within these theoretical frameworks, enjoyment and the four factors were defined and linked together to frame and direct the research aims and provide justifications within the theoretical frameworks.

This chapter situates the study of learner skills-specific enjoyment within these conceptual frameworks, explains the way theories informed the study's aims and further validates why the four frameworks were required. It also provides an overview of the empirical studies that have explored FLE in FL classrooms and its dynamic aspects, highlighting the interactions between the different variables affecting them. Classroom activities will be discussed as one of the main factors influencing FLE. Finally, a summary of the critical aspects and the gap in the literature will be presented, followed by the research questions and hypotheses.

Theoretical Frameworks

An Overview: From the Negative to a More Holistic View on Emotions

The earlier acknowledgement of the importance of positive emotions in FL learning could be attributed to ideas on second language acquisition (SLA) researchers. Krashen's (1985) affective filter hypothesis stipulates that a learner's affective filter defines "the degree to which the acquirer is 'open'" (Krashen, 1985, p. 9). By experiencing undesirable feelings, the learners' filter goes up, minimising their ability to comprehend and process the language of the input. Teachers play a role in creating exciting and low-anxiety learning environments, thus reinforcing the learners' self-esteem (Krashen, 1982). Although Krashen and other SLA researchers recognised the significant role of positive emotions in language learning and the need to reduce negative emotions (Arnold, 2011; Krashen, 1982; Schumann, 1986), positive emotions remained neglected for a long time.

Anxiety took centre stage in research from the 1980s. A more holistic approach to examining various emotions only emerged in the early 2010s. Based on the type of emotions explored by researchers, the phases of research on emotions can be summarised into three stages, as reported by Dewaele and Li (2020).

The first phase, the emotion avoidance phase, occurred from the beginning of the 1960s until the mid-1980s, when cognitive functions were considered separately from emotions and were the most influencing factors in FL. Their influential roles were scientifically proven (Prior, 2019). Meanwhile, emotions were regarded as secondary in understanding language learning (Prior, 2019); thus, they were not wholly neglected. The second phase (1980- 2010), the anxiety-prevailing phase, is where anxiety was the most investigated negative emotion. During this phase, emotions were deemed a primary factor in the language learning environment and were associated with cognition. The third phase, the positive and negative emotions phase (2010 - present), takes a more holistic approach to

negative and positive emotions. With the studies of several researchers (e.g., Elahi Shirvan et al., 2018; Dewaele et al., 2023; Dewaele et al., 2024; Kruk et al., 2021, 2023; Li & Han, 2022; Li et al., 2021; MacIntyre, 2014; Pavelescu & Petrić, 2018; Piniel & Albert, 2018; Wang, 2022; Zhou et al., 2023), the traditional interest in anxiety has been expanded to include a broader range of emotions and states. These include positive emotions such as enjoyment, excitement, hope, love, pride, interest, joy, gratitude, playfulness, peace of mind, and flow, as well as negative emotions, including shame, guilt, distress, anger, sadness, and boredom.

Thus far, this section has briefly summarised the chronology describing the major shifts in FL emotion research. The following section draws on the fundamental principles of the theoretical frameworks adopted in this study.

The Positive Psychology Theories

As indicated previously, positive psychology inspired SLA researchers to consider the functions of positive as well as negative emotions and how they might affect one another (Dewaele & MacIntyre, 2014, 2016; MacIntyre & Mercer, 2014; MacIntyre et al., 2019). SLA researchers' initial interest in neutralising the effects of negative emotions (Krashen, 1982; Schumann, 1999) has broadened thanks to PP theories. Their explanations of the significant role of positive emotions have altered the view that confronting negative emotions was the only thing that mattered. A secondary aspect was that FL teaching should allow learners to thrive. Positive psychology concepts promote well-being through happiness, flourishing, satisfaction, and resilience, proposing that positive emotions also play a crucial role in SLA (Csikszentmihalyi & Nakamura, 2011).

The following section outlines the two key frameworks that guided the study's aims and objectives from the PP perspectives.

The Broaden and Build Theory

Fredrickson developed the broaden-and-build theory (2001, 2003, 2006), which distinguishes explicitly between the functions of positive and negative emotions. It proposes that positive emotions such as 'joy, interest, contentment, pride, and love—although phenomenologically distinct, all share the ability to broaden people's momentary thought-action repertoires and build their enduring personal resources, ranging from physical and intellectual resources to social and psychological resources' (Fredrickson, 2003, p. 219).

According to the broaden and build theory, the functions of positive emotions can be discussed according to five vital aspects (Fredrickson, 2006). One key construct is related to the broad part of the theory in which positive emotions can expand individuals' noticing and thinking, which causes learners to play and explore, desire to have novel experiences and learn new things.

Another essential aspect is that positive emotions can push out adverse emotional reactions, and therein lies the importance of positive emotional experiences. In addition, positive emotions promote resilience when people are stimulated to respond productively to challenging situations, enhancing their sense of happiness when stressed. One more significant assumption is that positive emotions improve personal resource development. These include social connections established with others through smiling and improving intellectual abilities through imaginative and creative activities. The enduring benefits of resources fostered by positive emotions make this positive spiral attainable long after the initial emotional experience. Therefore, positive emotions are not merely a lack of negativity; they can actively contribute to physical health and overall well-being (Fredrickson, 2001). One more significant assumption of the broaden and build theory is that positive emotions enhance curiosity, self-confidence, and well-being, positively promoting behaviour.

Positive emotions also play a crucial role in second language acquisition (SLA). MacIntyre and Gregersen (2012) were the ones to introduce PP research in the SLA field by adopting the broaden and build theory (Fredrickson, 2004). They indicated that positive emotions increase L2 learners' noticing of and attention to the input in the learning context, thus improving language development. Additionally, they demonstrated that L2 learners' pleasant emotional experiences (i.e., happiness, interest, and joy) make them more resilient and can help them better focus on their learning in the long run. One more important thing they argued about was that positive emotions in L2 learning go beyond pleasant feelings since learners who experience positive emotions are more likely to observe aspects of the classroom environment and pay conscious attention to linguistic input, resulting in a better ability to grasp the FL. Thus, while negative emotions have narrowing functions in decreasing the learners' focus and minimising their comprehension of the language input, positive emotions have broadening functions that encourage the learners to take risks, build exploratory behaviours and stimulate the urge to play.

Although Fredrickson (2001, 2003, 2004, 2006) does not explicitly refer to the construct of enjoyment as an essential element, many researchers in SLA field have been inspired by the broaden and build theory and started exploring FL enjoyment (Boudreau et al., 2018; Dewaele et al., 2018; Elahi Shirvan et al., 2018; MacIntyre & Dewaele, 2014; MacIntyre & Mercer, 2014; Piniel & Albert, 2018). The pioneering study of Dewaele and MacIntyre (2014) was the first to investigate enjoyment influenced by this theoretical framework. As a matter of fact, Fredrickson incorporated positive emotional experiences that can embody the feeling of enjoyment, which is what Dewaele and MacIntyre (2014) reported in their study. They mentioned that enjoyment is an essential component of the group of emotions that encompass the central emotion of joy, which is linked to playfulness, creativity, and pushing one's boundaries (Fredrickson, 2001). They suggested that enjoyment can be

advantageous in enhancing language learners' experiences. This facilitation can arise from playfulness, promoting social connections and cognitive growth.

Studying enjoyment in FL classes inspired by this theoretical framework showed that FLE does not only neutralise and drive out negative emotions (e.g., anxiety) but also improves learners' emotional well-being and builds resilience against hurdles (Boudreau et al., 2018; Dewaele et al., 2018; Elahi Shirvan et al., 2018; MacIntyre & Dewaele, 2014; MacIntyre & Mercer, 2014; Piniel & Albert, 2018).

Csikszentmihalyi's Flow Theory

According to Csikszentmihalyi (1990), flow is defined as:

Concentration is so intense that there is no attention left over to think about anything irrelevant or to worry about problems. Self-consciousness disappears, and the sense of time becomes distorted. An activity that produces such experiences is so gratifying that people are willing to do it for its own sake, with little concern for what they will get out of it, even when it is difficult or dangerous (p.71).

In Csikszentmihalyi's flow theory (1990), enjoyment is an essential component of flow, which refers to a positive feeling that emerges when the learners move beyond their limits and expand their potential to achieve unpredictable outcomes while performing an activity with clear goals (Seligman & Csikszentmihalyi, 2000; Csikszentmihalyi, 2008).

Csikszentmihalyi (1975) also noted that enjoyment stems from activities that balance challenges and skills, while anxiety emerges when there is a gap between the learners' low ability and a high challenge of an activity. Additionally, enjoyment derives from activities with clear goals, increasing learners' attention. It also appears when they receive immediate positive feedback, have a sense of control, lose their sense of time and have no self-consciousness (Egbert, 2004; Csikszentmihalyi, 1990).

Due to the intrinsic rewarding experience linked to flow, learners push themselves to a ‘higher level of performance’ (Csikszentmihalyi, 1990, p.74), inspiring them to engage in an activity repeatedly (Trevino & Webster, 1992), which optimises competence and performance (Csikszentmihalyi, 1990). The flow process is psychologically the source of success in challenging activities such as writing (Abbott, 2000). Overall, this theory indicates the importance of the emotion that emerges during and after activities. Thus, it is essential to identify which activities FL learners enjoy, feel anxious about, or are bored by (Dewaele & MacIntyre, 2014).

Inspired by Csikszentmihalyi’s flow theory, Dewaele and MacIntyre (2016) defined FLE as “a complex emotion, capturing interacting dimensions of the challenge and perceived ability that can reflect the human drive for success in the face of complex tasks (...) enjoyment occurs when people not only meet their needs but exceed them to accomplish something new or even unexpected (p. 216- 217).

In light of the principles of Csikszentmihalyi’s (1990) flow theory, enjoyment occurs when there is a balance between learners’ skills and an activity’s difficulty. Csikszentmihalyi (1990) stated that experiencing enjoyment requires completing a task, paying attention, having a clear goal, and receiving immediate feedback. Thus, applying these principles to the four factors under examination in this study can be contextualised as follows.

Educational Psychology

The Control-value Theory of Achievement Emotions. While Csikszentmihalyi (1990) and Fredrickson (2004) discuss individual positive emotions in general, Pekrun’s theory (2006) is more concerned with the distinct emotions experienced by individuals, specifically in the educational context. These emotions are experienced in the academic context and inextricably associated with learning achievements, so they are conceptualised as achievement emotions. Achievement emotions are a variety of emotions experienced by

classroom learners related to activity achievements or outcomes, including success (i.e., enjoyment, hope, pride) and failure (i.e., anxiety, shame, boredom). The CVT 'stipulates that individuals experience specific achievement emotions when they feel in control of, or out of control of, achievement activities and outcomes that are subjectively important to them, implying that control appraisals and value appraisals are the proximal determinants of these emotions' (Pekrun et al., 2007, p.16).

The three-dimensional taxonomy distinguishes achievement emotions into three groups. Valence identifies whether the emotion is pleasant or unpleasant. Activation relates to cognitive and physical reactions associated with the emotion, either activating or deactivating. Objective focus concerns whether the emotion is derived from an ongoing activity or outcomes. This framework illustrates that positive emotions are related to the learners' achievements, while negative emotions are associated with their lack of control over their success in a learning activity (Pekrun, 2006). Thus, enjoyment is a positive activating activity-related emotion.

Moreover, both control and value appraisals are achievement emotions' proximal antecedents. They can be affected by the distal antecedents and, in turn, continue to influence academic emotions. Control appraisals stand for the controllability that learners perceive themselves to have over the activities' achievements and outcomes. Value appraisals refer to the learners' perception of the value of the activities' achievements and outcomes. They can be expanded into intrinsic and extrinsic value appraisals. Intrinsic value appraisals are associated with the perceived value of activity-related achievements and outcomes. For example, a student may have positive intrinsic values while reading L2 stories as they find them interesting and funny. Alternatively, they motivate a learner intrinsically when perceiving it as valuable because it assists their success in English (Li, 2021). Extrinsic value appraisals, contrarily, involve the perceived instrumental benefits of activities and outcomes

that help the learners attain other goals related to the activities. For example, learners might be extrinsically motivated when they value success in English as providing them with more opportunities to get jobs in the future (Li, 2021). Distal antecedents incorporate personal and situational antecedents. While the first includes achievement goals and gender, the latter refers to social conditions, the instructor, and the peer role (Pekrun, 2006). The control and value appraisals trigger emotions that ultimately influence the learners' engagement, performance and intrinsic motivation.

Like Fredrickson (2004) and Csikszentmihalyi (2008), Pekrun and Perry (2014) were concerned with what triggers the learners' emotions during and after different activities. As enjoyment increases the focus during activities, the appraisals of the learning experience are expected to foster enjoyment afterwards.

From the perspective of the CVT of academic emotions in educational psychology (Putwain et al., 2018), emotions such as enjoyment are distinct and multi-dimensional. According to Li (2021), these emotions are expected to emerge through the appraisal of perceived control and values related to ongoing activities. Thus, learners' feeling of competence when performing an exciting activity will induce enjoyment. Based on this taxonomy, enjoyment strengthens an activity's performance, increases the focused attention on the activity, and leads to flexible learning approaches.

Based on the control value theory of achievement emotions, conclusions can be drawn about the fact that learners' perceived control and value over activities at hand are fundamental to fostering enjoyment. Thus, it is essential to explore how learners' perceptions of those appraisals in relation to the four factors of classroom activities impact their FLE. These theories support what has been established in SLA research about complex dynamic systems (De Bot, Lowie & Verspoor, 2007) regarding complexity and the two-way relationship between social and cognition, which will be discussed in the following section.

Second Language Acquisition Theory

The Complex Dynamic Systems Theory (CDST). The CDST has had a significant impact on SLA, particularly for FL learners. Within the CDST framework, de Bot et al. (2017) provide a theoretical framework to describe the behaviour and change of linguistic systems (de Bot, 2017). According to the definitions provided by De Bot and Larsen-Freeman (2011:8), complex dynamic systems were defined as "groups of entities or parts that work together as a whole". This definition does not differ from that of Paul van Geert (1994), who referred to a *dynamic system* as "a set of variables that mutually affect each other's changes over time" (p. 50). Both definitions suggest the interaction of elements, either as entities or variables and that their connections contribute to collective or dynamic behaviour. As argued by de Bot (2016), "different variables (e.g., the motivation to learn a language, success in learning a language, contact with a language) do not have a fixed effect, but that they interact and that interaction changes over time, so not only do motivation and success interact, but this interaction changes as well" (p. 126).

According to the CDST, the language acquisition process and learners engaged in it represent complex systems. These systems comprise the interplay of various components affected by social, cognitive, and emotional elements (de Bot, Lowie, and Verspoor, 2007; Larsen-Freeman & Cameron, 2008). That is, as the learners learn an FL, they develop a complex and dynamic system for the language that involves interactions between the subsystems related to a set of variables (i.e., socio-biographical, psychological and situational) (de Bot et al., 2007; Larsen-Freeman & Cameron, 2008). Within the context of SLA, a system has been applied to different aspects such as language (Verspoor & Behrens, 2011), development in learners' L2 (Taguchi, 2012), a classroom (Hiver & Al-Hoorie, 2020), or learners' emotions (Elahi Shirvan et al., 2020).

The growing interest in the CDST has led to a new area of research where SLA researchers have started to investigate emotions within the CDST framework (Elahi Shirvan et al., 2021). FLE is one of them. Viewing FLE as a dynamic construct was largely limited until Dewaele and Dewaele (2017) explored how it fluctuated with anxiety over time. They reported that examining the influence of time on the dependent variables is the critical difference between the dynamic approach and other static approaches (Dewaele & Dewaele, 2017). They examined the variations in FLE and FLCA over time using a pseudo-longitudinal design. They found that emotions and their sources are dynamic and change over time. Dewaele and Meftah (2023, 2024) used a similar design to investigate change in learner emotions and motivation over time of Moroccan EFL learners.

The focus on the dynamic character of FLE accompanied an increased use of longitudinal ones, acknowledging the limitations of cross-sectional studies in capturing the essential nature of the dynamicity of emotions. The latest studies proved that enjoyment is a complex dynamic system. It fluctuates over time and displays diverse patterns because of the impacts of multiple learner-internal and learner-external factors (Elahi Shirvan et al., 2018a; Talebzadeh et al., 2020; Dewaele & Dewaele, 2017; Dewaele & Pavelescu, 2021).

The application of the CDST to FLE studies has involved both theory-driven designs (Boudreau et al., 2018; Elahi Shirvan et al., 2018a, b; Elahi Shirvani et al. 2021, enjoyment only; Talebzadeh et al., 2020), as well as explanations of the results after the study (Dewaele & Dewaele, 2017; Dewaele & Pavelescu, 2021). However, although recent studies were inspired by the CDST to explore FLE dynamicity and validate the original FLE scale longitudinally (e.g., Elahi Shirvan et al., 2021), there is variation in the degree to which studies on FLE adopted CDST methodologies. Thus, more research is needed on how specific principles of CDST are useful to emotion research (Elahi Shirvani, 2020, 2021).

A more detailed account of the fundamental principles of the CDST is given in the following section, according to de Bot and Larsen Freeman (2011) and Hiver and Al-Hoorie (2016). Larsen-Freeman and Cameron (2008) suggests that complex systems have identifiable properties that apply to emotions since they can be described as dynamic, open, emergent, self-organising, and adaptive. Therefore, by adopting this approach, the four skills-related enjoyment are conceptualised as complex systems and the four factors (i.e., collaboration, control, creativity, and authenticity) as control parameters. Where relevant, the principles are linked to enjoyment and the four factors, giving significance to conceptualising them within the theory.

The Dynamics of Change. The dynamics of complex systems, such as learners' emotions, involve more than gradual increases or decreases in emotional levels. That is, emotions fluctuate, and their components constantly interact with different systems over time, including several internal and contextual elements. These interactions among the complex systems cause unique states that differ from the former states (Byrne, 2002). They are inherently changeable as they emerge in reaction to incidents. Although systems can sometimes demonstrate patterns of gradual change (i.e., such as linearity), they can also experience abrupt, significant shifts that occur spontaneously and unpredictably. Therefore, these complex interactions between all elements within a complex system indicate their connectedness. This can be illustrated by considering the L2 learner's emotions. A change in one aspect, such as enjoyment, can affect another variable, such as academic performance, indicating that variability can be attributed to several factors (de Bot & Larsen-Freeman, 2011).

Openness, Context and Control Parameters. Considering emotions as an open system (Hiver, 2015), they are affected by several internal (e.g., personal qualities) and external variables (e.g., social and contextual) (de Bot & Larsen Freeman, 2011). For

example, learners' FLE can be influenced by different contextual factors, in addition to interacting with other external and internal factors simultaneously. The interplay among those factors can uniquely shape learners' FLE. The contextual factors can include teachers, classroom activities, and peers (Dewaele & MacIntyre, 2014; Dewaele & Dewaele, 2020; Dewaele et al., 2018, 2019a; Dewaele, Saito & Halimi, 2022; Jiang & Dewaele, 2019; Elahi Shirvan et al., 2020). The internal factors, on the other hand, can involve other emotions such as anxiety (Boudreau et al., 2018), attitudes towards the FL (Dewaele et al., 2023) and willingness to communicate (Dewaele & Pavelescu, 2021). Previous studies reported that learners enjoyed classroom activities due to specific personal and contextual elements, including collaboration, control, creativity, and authenticity (Dewaele & MacIntyre, 2014; Dewaele et al., 2018, 2019a; Jiang & Dewaele, 2019; Elahi Shirvan et al., 2020). According to the CDST, internal and external factors that can influence the system are referred to as the system's control parameters (Hiver & Al-Hoorie, 2016).

Nonlinearity. A complex system can show sequential, linear and steady progress. However, it might last for specific times and uncertain periods as the complex interconnection among different factors can cause non-linear, sudden and unpredictable transitions in a system. Thus, nonlinearity is associated with the interactivity of a system. It means that the development of a complex system diverges from progressive, linear, and incremental growth (de Bot, Lowie & Verspoor, 2007; Larsen-Freeman & Cameron, 2008). Moreover, nonlinearity indicates that changes in a factor are not necessarily parallel to another factor's changes. In other words, the relationship between different factors is not straightforward, meaning that there is no consistent pattern of one variable leading to another (de Bot & Larsen Freeman, 2011). Thus, interconnectedness and unpredictability are features of complex systems that can represent the non-linear dynamics of variable development.

Longitudinal studies that explored FLE trajectories within the CDST context found nonlinear development in FLE (Elahi Shirvan et al., 2020, 2021, a, b; Kruk et al., 2022). This is exemplified by certain occasions when sudden increase or decrease appears in learners' FLE where it deviates from a sequential and linear improvement. This is caused by the interaction between the factors of the system and environment (de Bot et al., 2012).

Attractor States. An attractor state is a static condition or behaviour that is recognisable in a complex system, according to the CDST. In this developmental phase, a system begins to settle into a relatively stable pattern of behaviour. However, even in this state, the system is not entirely static; instead, it can undergo minor variations and may exhibit a possibility for upcoming deviations. When an attractor state is stable, specific inputs (i.e., control parameters) cannot disturb the system, so sudden changes in its development are unlikely to occur. In other words, although there could be marginal fluctuations, they cannot be observed or affect a system's stability (Baba & Nitta, 2014). The factors contributing to the system stability are considered influential attractor factors, and a system that demonstrates a high degree of stability is thought to be deeply embedded in an attraction basin (Hiver, 2015).

However, there are instances when substantial inputs may cause unexpected movements between attractor states, resulting in the system shifting from one attractor state to a more complex one. Thus, for a system to depart from its attractor state, the effects of the control parameters must be robust (Baba & Nitta, 2014). For this reason, tracking the factors that cause such variations is typically accomplished by analysing specific incidents retrospectively (Dörnyei, 2011) since complex systems are often chaotic and difficult to predict. For example, an attractor state can be seen when a learner's high boredom stagnates. While being in an attractor state can sometimes be viewed negatively, it is not necessarily so

(MacIntyre et al., 2021). A powerful attractor might be consistent teacher support and group collaboration, as it can influence the system to settle into a state of high enjoyment.

Phase Transitions. Self-organisation is a crucial concept in the CDST that operates comprehensively and explains phase transitions. The interconnected nature of complex systems is evident by the successive effects that changes in one part of the system have on other subsystems. As a result, changes within subsystems can be considered epiphenomenal, resulting from deeper underlying processes that serve as byproducts. Even when specific subsystems are examined independently, self-organisation has a pervasive impact on all system components. This interdependence indicates significant transformation within a complex system (Larsen-Freeman & Cameron, 2008). Further, phase shifts, which are often abrupt and global, demonstrate that changes in one component of a system naturally cause changes in others and their subsystems (Lewis, 2000).

As a result of a substantial influence from a control parameter on a complex system, a shift from one attractor state to another occurs when the system becomes unstable (Baba & Nitta, 2014). Instabilities are the result of perturbation (Hiver, 2015). When strong perturbations are introduced, the system eventually reorganises itself into a new attractor state, resulting in stability. *Phase transitions* are defined as significant changes in behaviour from a previous state (Henry, 2015). For example, adjusting system parameters, such as contextual factors, can lead to changes in learner enjoyment development, moving the system from stagnation to a more dynamic condition (Irie & Ryan, 2015). This is referred to as a phase transition if it results in a significant increase in enjoyment. The transitions between phases can occur abruptly or gradually, highlighting their complexity and interdependence (Hiver & Al-Hoorie, 2016). Overall, these phenomena highlight the intricate dynamics within complex systems, where changes in one part of the system can impact the entire system and its various subsystems.

Variability. The CDST includes a critical component known as variability. This principle is defined by two essential concepts that are associated with system development, which exhibit both intra-individual and inter-individual variability (Lowie, 2017; van Dijk & van Geert, 2007). Intra-individual variability refers to the fact that learners go through a range of developmental stages over time, characterised by periods of stability, sudden progressions, and setbacks. On the other hand, inter-individual variability implies that despite the general trends and behavioural patterns within a group, every learner will follow a unique developmental path. Due to these reasons, CDST research focuses on how context-dependency and the dynamic interaction of internal and external factors shape learners' development (van Dijk et al., 2011).

The construct of variability is not only about how different individuals have diverse developmental trajectories (i.e., known as an inter-individual variation), but it also focuses on how individuals themselves show variations as they progress through behaviour development (i.e., known as an intra-individual variation). These fluctuations at the individual level are closely tied to the inherent instability of complex systems, which result from the dynamic relationships among their sub-components. In the past, such variability was often seen as a measurement error, as emotions were traditionally viewed as linear and static.

However, CDST regards variability differently. It sees it not as an error but as a valuable source of information (de Bot, 2015; Lowie, 2017). Variability offers insights into the underlying processes of dynamic systems, allowing researchers to study how these systems change and interact with each other over time (Larsen-Freeman & Cameron, 2008). Examining patterns of variation, especially within individuals, can shed light on the relationships between subsystems, whether they promote, support, or compete over time (de Bot, Lowie, & Verspoor, 2007; van Geert, 1994). While variability is inherent in complex systems, the degree of variability may change, especially when a system is unstable or near a

phase transition (Verspoor et al., 2008), making it a valuable tool for identifying transitional phases (Verspoor & van Dijk, 2013) and the conditions that lead to them (Larsen-Freeman & Cameron, 2008).

Variability is considered an expression of adaptability within a complex system (Verspoor et al., 2008). It is a necessary condition for development for individuals to adapt their systems (e.g., emotions) to the broader contexts of their surroundings (de Bot, 2015). As environments evolve, individuals must adjust their behaviours to cope with change, resulting in increased variability within the system. This adaptability, which may involve trying out different approaches, can lead to more significant long-term changes in the complex system (Lowie, 2017).

A complex system can also exhibit variability as it interacts dynamically with its many components, especially during periods of self-organisation. Fluctuations may indicate changing relationships among subsystems, highlighting the interconnected nature of all elements in a complex system (Lowie, 2017). The notion of complete interconnectedness suggests that change cannot occur in isolation, and a shift in one sub-system will inevitably affect others (de Bot & Larsen-Freeman, 2011; Larsen-Freeman & Cameron, 2008). This dynamic interaction is sometimes referred to as co-adaptation, where different components may have supportive, competitive, or precursory relationships with each other (Larsen-Freeman, 2019).

In light of the above CDST characteristics and the interdependence of factors influencing learning trajectory, it is crucial to determine which factors have a positive or negative impact on skills-related enjoyment and development, as well as the direction in which they are influencing skill-related enjoyment and development, i.e., supporting or hindering skill-related enjoyment and growth, based on the above CDST characteristics. For a

deeper understanding of how skill-related enjoyment and development are impacted by context, it is crucial to examine the contextual factors of classroom activities.

Foreign Language Enjoyment (FLE)

FLE is the most studied learner emotion after FL classroom anxiety in SLA research (Dewaele, 2022). It is multi-dimensional and multi-faceted. It is perceived as a multifaceted emotion that stems from the FL learners' endeavours and goals of success when they encounter challenging activities that lie within their abilities (Dewaele & MacIntyre, 2016). As explained earlier, FLE was inspired by PP theories. The basis of FLE is the balance between skill and challenge, the relevance of the activity to the learners' interests, or novelty, and the social role of the FL language. Dewaele and MacIntyre claim that the socio-emotional dimension is crucial for enjoyment: "The process of language learning will implicate the two key sources of enjoyment: developing interpersonal relationships and making progress toward a goal" (2014, p. 242).

Like other emotions, enjoyment is temporal and dynamic while stemming from the experience of a specific situation (Frijda, 1986). Its intensity can dynamically change during and after performance (Boudreau et al., 2018). Considering that FLE is dynamic, it affects and is, in turn, affected by various factors. FLE dynamicity with the classroom context is linked to the learner's social and private experience. While social FLE stems from positive peer and teacher recognition, private FLE emerges from realising self-development and personal progress (Dewaele & MacIntyre, 2014, 2016; Pavelescu & Petric, 2018).

Measurements of FLE

The Foreign Language Enjoyment Scale (FLES) is the most popular global instrument of enjoyment of foreign language learners (Botes et al., 2021). Dewaele and MacIntyre (2014) designed it to measure FLE. They adapted four items from the interest-enjoyment subscale included in the Intrinsic Motivation Inventory (IMI) of Ryan, Connell,

and Plant (1990): enjoyment, fun, interest and a lack of boredom. They added 17 items referring to FL learning enjoyment, the FL classroom environment, and the social bonds with their peers and teachers.

This scale has become very popular and is widely used by researchers, demonstrating that it is acceptable with high internal consistency and reliability (Aydin et al., 2024; Dewaele et al., 2023; Mierzwa, 2018; Shirvan & Taherian, 2018). However, as the 21-item FLES is relatively long, especially if used alongside other instruments, it can negatively affect the completion rate (Rolstad et al., 2011). It is also longer than other well-known scales for related constructs, such as the 12-item Self-Perceived Competence Scale (McCroskey & McCroskey, 1988) and the 12-item Willingness to Communicate Scale (McCroskey & Baer, 1985). Moreover, FLES has frequently been employed within the same studies, specifically FLCAS. The original 33-item FLCAS by Horwitz et al. (1986) was shortened to 8 items in Dewaele and MacIntyre's (2014) study.

Thus, different shorter versions to the original 21-item FLES have been created. Dewaele et al. (2018) introduced the first shortened version of the original FLES involving a 10-item short scale. They drew on the findings of their follow-up study (Dewaele & MacIntyre, 2016) using the same dataset as Dewaele and MacIntyre (2014). It constructed FLE as multidimensional, including two separate dimensions for enjoyment: social and private. This version has been further adopted in other studies by Dewaele (2018) and Dewaele et al. (2019).

Moreover, two shorter versions of the FLES have been created and translated into Chinese by Jin and Zhang (2021) and Li, Jiang, and Dewaele (2018), revealing 3-factor structures. The exploratory and confirmatory factor analysis of Li et al.'s (2018) 11-item shortened scale provided FLE-Privates, FLE-Teacher and FLE-Atmosphere. In contrast, the

16-item shortened scale of Jin and Zhang (2021) revealed the Enjoyment of Teacher Support, English Learning and Student Support.

A recent development of the original FLES has been done by Botes, Dewaele and Greiff (2021). They argued that most of the shortened measures, regardless of their acceptable internal reliability, were created by drawing on expert knowledge rather than analysing the psychometric properties of the FLE items. They claimed that a new measure should be theoretically grounded and a short sound scale that is psychometrically strong and reflects the multidimensionality construct of FLE without undermining the reliability and validity of the scale. Thus, they created the 9-item Short Form of the Foreign Language Enjoyment Scale (S-FLES). While developing the S-FLES, one main phase was setting up the factor structure underlying FLE. The findings revealed a 3-factor structure. The higher-order factor was FLE, while Teacher Appreciation, Personal Enjoyment, and Social Enjoyment were the lower-order factors. This scale demonstrated its validity and reliability as a short form of FLES. It can include a set of assessments to explore the individual differences of adult FL learners in the classroom.

An Overview of the Research Related to FLE

In most of the recent research on emotions SLA, researchers explored positive and negative emotions (e.g., Boudreau et al., 2018; Dewaele et al., 2022, 2023, 2024; Kruk et al., 2021, 2023; Li & Han, 2022; Li et al., 2021; MacIntyre, 2014, 2016; Piniel & Albert, 2018; Wang, 2022; Zhou et al., 2023). In most of these studies, FLE was one of the most investigated positive emotions and was frequently reported by FL learners as the most experienced emotion in FL classes. Thus far, FLE has become frequently researched. An extensive number of studies has investigated the association between negative emotions and FLE, most prominently FLCA. According to a recent meta-analysis by Botes et al. (2022), there was a moderate negative correlation ($r = -.31$) between FLE and FLCA observed across

56 studies and 96 effect sizes. It is now well established from a variety of studies that enjoyment and anxiety are interconnected constructs, yet they are also independent.

Additionally, these studies have provided evidence that FLE is more linked to learner-external factors, including teachers, peers, and classroom activities. Additionally, it has been pointed out in most studies that the type of activity can contribute positively to the increase in FLE levels. For many years, researchers have not directly examined the impact of language activities on emotions, yet they emerged from the findings as one of the contextual factors in cross-sectional studies (Dewaele & MacIntyre, 2014; Li et al., 2018). In these studies, participants reported speaking as the most enjoyable skill (Dewaele & MacIntyre, 2014; Dewaele et al., 2018; Li et al., 2018), while in other studies, researchers explicitly examined enjoyment during speaking (Boudreau et al., 2018; Chen, 2023; Dao & Sato, 2021; De Ruiter et al., 2019; Pan & Zhang, 2021; Saito et al., 2018). A few studies examined the enjoyment of reading, writing, and listening skills (Dewaele et al., 2018; Dewaele & Li, 2022; Piniel & Albert, 2018; Zhang et al., 2022; Zheng & Zhou, 2022). Additionally, despite the importance of the enjoyment that comes from the specific skills in classroom activities and the fact that previous research has recognised this enjoyment of the skills as an independent concept, yet it is rare to find attempts to define and measure it. Currently, there are only two validated scales that measure oral speaking enjoyment: The Task Enjoyment Scale developed by Li and Dewaele (2024) and the L2 Writing Task Enjoyment Scale developed by Li et al. (2023).

There have been some commonalities in this area of research, showing that enjoyment occurred during learning activities that involved a sense of autonomy, social interaction, authentic use of the FL and creativity (Boudreau et al., 2018; Chen, 2023; Dao & Sato, 2021; De Ruiter et al., 2019; Dewaele & MacIntyre, 2014, 2019; Dewaele et al., 2018; Elahi Shirvan et al., 2021; Kruk et al., 2022; Pan & Zhang, 2021; Saito et al., 2018; Piniel &

Albert, 2018). The section that follows reviews the literature related to FLE and classroom activities.

FLE and Skills-based Classroom Activities

The qualitative part of the study by Dewaele and MacIntyre (2014) provided evidence of the significant contribution of classroom activities to heightened enjoyment. They recruited a large sample consisting of 1746 multilingual FL learners, females and males alike of all ages, from various countries with different proficiency levels and who were studying a variety of languages. Qualitative and quantitative data were collected using an online open- and close-ended questionnaire. The participants were chosen by sending emails to language practitioners, who in turn contacted potential participants. To collect the qualitative data, the learners were asked to report their views and perceptions regarding the enjoyable episodes in the FL classes. The content analysis of their responses produced several primary categories, including classroom activities, peer recognition, a realisation of the progress, teacher recognition, teacher skills and others.

The classroom activity's theme was prominent as most of the episodes reflected enjoyment experiences in which the participants described specific classroom activities. The participants reported that the most enjoyable incidents were when they engaged in role-plays, debates, filmmaking, games, singing, and group presentations, in addition to other unusual activities. Role-plays and debates were among the two most frequently enjoyed activities. The reason behind this was attributed to how participants perceive these activities' qualities as affecting their levels of FLE. For example, role-plays were praised as they provided the students with a degree of freedom when performing the activity, control over the way they prepared and performed the activity and autonomous learning. At the same time, debates stimulated their intellectual thinking and enabled creativity, filmmaking, and group presentations. They allowed the students to use their imagination and gave them unlimited

choices regarding outcome production, just like using dolls or toy cars. The learners enjoyed the authentic use of the FL, which allows for social communication away from their peers' and teachers' eyes, especially if the topics were interesting and relevant to their concerns. Photo descriptions were reported to contribute to a positive classroom atmosphere, linked to positive peer recognition and teacher-smart pedagogical practices. Most of the activities were perceived as enjoyable because they engaged the learners in social interactions in grouped or paired activities, with the topics being enjoyable as well as relevant to their interests.

Moreover, teachers were found to play an essential role as the participants described the teachers' attributes, such as being funny and humorous and providing encouraging, praising comments, as boosting FLE. The learners attributed high FLE to incidents when they received positive feedback from their peers when they engaged in social activities and when they achieved an outstanding individual level of performance.

Similarly, the study by Li et al. (2018) reported the importance of classroom activity types and characteristics in enhancing FLE in classrooms. By adopting a mixed-method study, Li et al. (2018) explored FLE to conceptualise its structure specifically in the Chinese context. The quantitative data were collected using the 14-item Chinese version of FLES to validate it and reveal the key dimensions underlying the items that measure FLE. They recruited a large number of participants across two samples: 1718 and 360 high school students for stages one and two, respectively. Accordingly, a new 11-item survey was created, validated and confirmed with a three-factor structure including FLE-private, FLE-teacher and FLE-atmosphere.

Li et al. (2018) found that the learners' FLE was simultaneously boosted by the teachers' pedagogical practices, their realisation of progress, and the classroom atmosphere. The qualitative data was gathered from 64 participants during the third stage using an open questionnaire to identify the sources of FLE. The sources of FLE-teacher, such as teacher

support, guidance, pedagogical practices and personal attention, revealed the highest levels of FLE followed by FLE-private, including outstanding individual performance and self-realisation progress, in addition to FLE atmosphere, including specific classroom activities. The qualitative analysis supported the quantitative findings and showed that FLE is relevant to multiple sets of learner-internal and learner-external factors.

A few studies have attempted to explore whether the levels of FLE vary according to the proportion of class-time devoted to the four skills. Dewaele et al.'s (2018) study has established this investigation by explicitly measuring the association between the proportion of time spent on the four skills and levels of FLE in one specific educational setting. The data was obtained quantitatively using a questionnaire including their demographic information, FL perceptions, and 10-item FLES, which were addressed to 198 British secondary school learners studying a range of FLs. The participants were asked four questions regarding the average proportion of time their teachers spent on listening, reading, writing, and speaking. The options varied from 0-10% to 90-100% of the time. The participants reported that they spent about a third of the time on each one of the four skills. However, only speaking activities were linked to a high level of FLE. The amount of time the students spent on reading, writing, and listening were not linked to levels of FLE. The quantitative analysis of the other data sources revealed that teacher practices, teachers frequently using the FL and a positive attitude towards the teachers and FL were strong predictors of FLE.

Piniel and Albert's (2018) qualitative study explored learners' emotions in relation to the four skills using FLs. The participants were 31 male and female Hungarian students who were required to express their emotional experiences by writing paragraphs in their L1 about learning FLs, choosing one of the four skills. Content analysis was applied to 166 paragraphs, comprising 43 texts for listening, 35 for speaking, 47 for reading, and 41 for writing. The initial analysis was informed by Pekrun's (2014) framework of academically relevant

emotions. Thus, the texts were categorised into different themes, and then further amendments were applied where necessary and coded by the two authors. The findings implied that enjoyment and anxiety were the most experienced emotions by English majors and that they differed according to the skill involved. Learners have reported that they feel positive emotions such as enjoyment in reading and listening to FLs due to the topics and sense of achievement. According to Piniel and Albert (2018), reading is a skill that allows freedom in topic selection and less time pressure, which explains why learners enjoy it in relation to topics.

On the other hand, listening is a less restricted skill and is linked to success because learners feel accomplished when they understand what the other person is saying in a FL. Additionally, speaking skills were mostly connected to emotions related to social interactions, which are explained by Piniel and Albert (2018) as an expected finding considering the communicative nature of speaking. The participants also reported that the more they had control over the skills-related activities and freedom in using the FL, the stronger their enjoyment. These results are essential as they provide valuable insights related to how FL learners feel and what reasons contribute to the enjoyment of the skills. This area needs to be addressed in emotion research.

Pishghadam et al. (2016) conducted interviews with 20 students to identify the emotions they experienced in English as FL classes in order to investigate the impact of language skills on their feelings. A questionnaire was also filled by 308 students, comprising of 20 items was developed called the EFL Skills Emotions Questionnaire. To validate the scale and compare the emotions generated by various language skills, the data were analysed using confirmatory factor analysis and ANOVA. The scale had a high level of internal consistency (Cronbach alpha = .91). Reliability estimates for all four factors range from .81 to .92. According to the findings, speaking was more enjoyable than listening, reading and

writing. English language learners expressed anger most often about their listening skills, pride and enjoyment when speaking, shame when listening and speaking, hope, boredom, hopelessness when writing and listening, and anxiety when learning all language skills. These findings are interesting in the sense that different language skills can trigger different types of emotions. For instance, listening is associated with negative emotions, while speaking tends to trigger positive ones. However, the questionnaire created by Pishghadam et al. (2016), which is based on the Academic Emotion Questionnaire (AEQ) (Pekrun et al., 2011), has limited constructs and closed-ended questions. During the study, the participants were asked to identify the emotions they experienced in relation to the four skills. They were presented with a list of nine emotions, including anger, anxiety, shame, relief, enjoyment, hope, pride, boredom, and hopelessness, and were asked to select the emotions they felt. This raises the question of whether the emotions students experience in relation to the four language skills are accurately represented or if other emotions are more relevant. Thus, the validity of the questionnaire is questionable, especially with regard to how accurately it captured the constructs it claims to measure.

Wang and Li (2022) measured the predictive effects of foreign language enjoyment, anxiety, and boredom in online English courses among university students in China. It considered explicitly general and domain-specific English achievement focusing on speaking, **listening**, reading, and writing. The sample consisted of 880 college students, with 475 participants in the reading-and-writing group and 405 in the speaking group. The data was collected through an online questionnaire that included the Chinese scale of FLE (Li et al., 2018), FLCAS (Horwitz et al., 1986), and FLLBS (Li et al., 2021), as well as English scores provided by teachers. The results showed that enjoyment positively predicted performance, while anxiety and boredom negatively predicted performance in the context of domain-specific English achievement. However, in the speaking group, actual performance was not

significantly correlated with any of the three emotions (enjoyment, anxiety, boredom).

Enjoyment was a positive predictor of reading and writing actual and perceived performance, but it did not significantly predict speaking actual performance. However, enjoyment was positively correlated with speaking self-perceived performance. The results suggest that emotions, specifically enjoyment, anxiety, and boredom, play a significant role in domain-specific English learning outcomes in online environments. The study did not provide specific findings related to listening in the context of domain-specific English achievement.

In Dewaele and Li's (2022) study, FLE and FLCA were examined with regard to overall FL achievement and self-perceived achievement in six domains - listening, speaking, reading, writing, vocabulary, and grammar - as well as overall FL achievement. A survey was conducted in which 1,415 senior secondary students from China participated and completed a questionnaire. A regression analysis showed that self-perceived general English proficiency has a more positive impact on both FLE and FLCA compared to actual English achievement. Additionally, the perception of speaking and grammar competence is a significant predictor of both emotions. Reading competence has a significant association with FLE but not with FLCA. However, listening, writing, and vocabulary competence do not have any significant impact on FLE or FLCA. The study suggests that future research on FL emotions should consider domain-specificity.

Pursuing a slightly different avenue, Zhang et al. (2022) investigated enjoyment and emotional regulation in an online writing collaborative learning setting. A survey of 336 Chinese majoring in English majoring students was used to collect data in the study. These students were surveyed by completing English language writing tasks in 108 online groups through the social media application WeChat. A principal component analysis revealed two primary types of emotion regulation: peer regulation and group regulation. The study also revealed one factor underpinning enjoyment: the pleasure of online collaboration. Based on a

correlation analysis, peer regulation, group regulation, and satisfaction with online collaboration demonstrated medium and positive relationships. According to structural equation modelling, group regulation exerted a medium-sized direct influence on the enjoyment of online collaboration. Through group regulation, peer regulation moderately and indirectly affected the enjoyment of online collaboration. These findings can help to optimise face-to-face and online collaborative language learning activities.

Following a similar path, Zheng and Zhou (2022) examined how enjoyment is influenced by emotional regulation (ER) during collaborative activities, as well as skills and language skills such as listening, speaking, and writing. In addition, two variables related to collaborative learning were explored specifically, including positive goal interdependence (PGI) and peer personal support (PPS). The participants were 115 Chinese university students who filled in a questionnaire. Results from regression analyses revealed that the FLE of EFL students is determined by a clear three-factor structure. These factors include ER, PGI, and PPS. PGI highlights the importance of cooperation, while PPS emphasises the interpersonal relationship between peers. The analysis also showed that PGI and PPS significantly influence each other and have a positive and joint impact on FLE. The findings suggest that university EFL students with higher ER abilities are more likely to enjoy the learning process. Furthermore, positive interdependence and interpersonal support during collaborative learning also play an influential role in determining students' FLE. Therefore, the study confirms the importance of ER and CL, which may lead to high-level learning enjoyment. Additionally, the study provides practical implications for achieving an enjoyable SLA experience.

A few researchers have acknowledged the significance of creating enjoyment scales that are tailored to measure the role of enjoyment in L2 skills performance or achievements.

These scales can be utilised to evaluate the impact of skills-specific enjoyment on skills performance and help identify factors that can either enhance or hinder skills achievement.

Li et al. (2023) aimed to create and test tools to measure enjoyment and boredom in foreign language writing, specifically in a Chinese secondary EFL context. The research examined the effect of emotions like enjoyment, boredom, and anxiety on writing achievement among young Chinese learners. The study used convenience sampling, recruiting eighth graders from a secondary school in a rural, mountainous region in eastern China. Participants were English beginners who were following the same curriculum, with 7 to 9 hours of weekly English instruction. They were tested using a practice version of the Cambridge A2 Key for Schools English Test to measure English proficiency. The study confirmed that the Foreign Language Writing Enjoyment and Boredom Scales were reliable and valid. It highlighted the importance of considering diverse emotions in L2 writing research to improve student achievement. The main findings of the study include significant correlations between writing-specific enjoyment and boredom, general foreign language enjoyment and boredom, and writing-specific anxiety. The study also found positive relationships between writing enjoyment and writing achievement, while boredom and anxiety were negatively related to writing achievement. The study has shown that emotions like enjoyment and boredom play a vital role in the success of L2 writing. The findings indicate that more research is needed to investigate how motivational, cognitive, and strategic factors mediate writing achievement. The developed scales may also be applied to other L2 populations and writing genres. The study has limitations as it only focused on eighth graders in a rural area of eastern China. Thus, generalising the results to other L2 populations and writing contexts may be difficult. Additionally, future research should use more comprehensive measures of writing achievement to understand the field better.

Li and Dewaele (2024) developed the Task Enjoyment Scale to measure enjoyment experiences in L2 oral tasks. The study discusses the importance of task enjoyment in language learning, particularly in Task-Based Language Teaching (TBLT). The text discusses the various factors that contribute to enjoying a task, such as working on interesting topics, facing new challenges, collaborating with others, receiving feedback, and reflecting on one's progress. The authors suggest that research on positive psychology should be combined with research on TBLT to create a Task Enjoyment Scale that can measure the enjoyment of specific language-learning tasks and how this enjoyment relates to the overall enjoyment of learning a foreign language. In developing the Task Enjoyment Scale, the researchers tapped into three subconstructs: task enjoyment and self, task enjoyment and task characteristics, and task enjoyment and social. Following completion of the L2 oral task, interview data were collected ($n_1=3$). The scale was validated with two groups of Chinese university students. The exploratory factor analysis revealed three dimensions: task enjoyment-self, task enjoyment-task characteristics, and task enjoyment-social. The three-factor structure of the Task Enjoyment Scale was confirmed by further confirmatory factor analyses ($n_3=116$). The correlation analysis revealed that task enjoyment and foreign language enjoyment, as well as their dimensions, were positively related ($n_2=114$). As a result of the study, task enjoyment may serve as a basis for foreign language enjoyment, especially when it is repeated in a stimulating learning environment. In addition to demonstrating good reliability, convergent validity, and discriminant validity, the study also examined the relationship between task enjoyment and foreign language enjoyment, indicating there is a bidirectional relationship between momentary task enjoyment and long-term language enjoyment. The study highlights the significance of task enjoyment in language learning and its potential impact on L2 learning and performance. It concludes that whether task-specific or general, enjoyment is

crucial for L2 learning. Therefore, L2 teachers should strive to make L2 tasks and learning as enjoyable as possible.

The study has a few limitations that should be taken into consideration. Firstly, the sample sizes used for validation were relatively small. Additionally, the scale was developed and validated only among Chinese university students, which limits its applicability to other contexts. Further research is needed to validate the scale in larger samples and different contexts. It is important to note that the Task Enjoyment Scale was specifically designed to measure enjoyment experiences in L2 oral tasks. Therefore, it may not be applicable to other L2 tasks that focus on different skills or modes.

Variation in FLE

A growing number of longitudinal studies on FLE have adopted a dynamic perspective (Chen, 2023; Dao & Sato, 2021; De Ruiter et al., 2019; Dewaele & Dewaele, 2017; Elahi Shirvan et al., 2018b; Kruk et al., 2022; Elahi Shirvan et al., 2018; 2021 a, b; Pan and Zhang; 2021; Saito et al., 2018). Those studies have focused on the fluctuations and dynamic changes in the learners' FLE over time, influenced by CDST (Larsen-Freeman & Cameron, 2008). The section below provided some studies that examined FLE dynamicity during specific classroom activities. In contrast, others explored enjoyment dynamicity, in general, to identify general sources, and classroom activities emerged as an external factor that contributed to its fluctuations. Some of these studies used the idiodynamic method (MacIntyre, 2012). Moreover, some studies measured FLE using different time scales, such as per second or weeks/months.

Dewaele and Dewaele (2017) were the first to examine the dynamicity of FLE from a variable-centered approach or nomothetic perspective. The study adopted a pseudo-longitudinal design to observe the changes in the FLE of 189 students who were allocated into three groups based on their ages. The participants were secondary school students, some

of which were taught by two teachers, the main and a secondary teacher, and enrolled in two prestigious London schools. The regression analysis revealed that FLE was predicted by different learner-internal and teacher-related factors in the three age groups. Accordingly, Dewaele and Dewaele (2017) concluded that FLE is dynamic due to the fluctuations of its sources between 12- and 18-year students. Dewaele and Dewaele (2020) used the same database focusing on the 40 participants who had two teachers. They found that while FLCA remained stable with both teachers, FLE varied according to the teacher with increased levels recorded with the main teacher. The main reason for the significant differences in FLE between both teachers was mainly related to the way learners felt during specific classrooms as they had more fun, enjoyable moments and a sense of humour exchanged in the classes. Other factors contributed to the high FLE, which are all teacher-related, such as attitudes towards the teacher, the frequency of target language use in class, and unpredictability. A similar finding emerged in Guedat Bittighofer and Dewaele (2023). Looking at FLE, FCA, and FL Boredom in five successive FL classes of 7 immigrant learners of French in France, the authors found a significant drop in FLE in the third class, which was the only one to be taught by a supply teacher.

The study by Saito et al. (2018) adopted a cross-sectional and longitudinal design to collect data from 108 EFL learners twice across three months in a single academic term in a Japanese high school. The study examined how FLE, FLCA and motivation promoted the learners' English oral proficiency. Learners' FL comprehensibility development was found to vary according to their emotional state (i.e., enjoyment versus anxiety) and motivational disposition (i.e., a clear vision of their ideal future selves), relating mainly to emotions and secondarily to motivation. Moreover, L2 development was positively associated with authentic activities involving frequent use of the FL in conversation activities and positive

emotions that might improve FL comprehensibility over time. Enjoyment was more strongly experienced than anxiety in FL learning.

Furthermore, both emotions vary in their impact on L2 learning over time. Enjoyment was strongly linked to the regular use of FL and its development in the long term, yet it was momentary and did not develop over time. In contrast, anxiety, regardless of its variations in the short term and its negative impact on performance, increased steadily and remained constant over time, resulting from social, cognitive and academic causes. The findings suggest that activities that enable learners to use the FL frequently in a positive emotional environment affect language development, could reduce anxiety in the long term and promote the learners' attainment in FL classes.

Various studies have assessed FLE fluctuations at the intra-learner level, specifically during speaking activities. Boudreau et al. (2018) longitudinally examined the dynamic relationship between enjoyment and anxiety in FL communication over time by adopting an idiodynamic approach as the theoretical and methodological basis over a short period. Ten Canadian English-speaking participants studying French as a second language completed a photo narrative and oral interview activities. The photo narrative activity required the participants to describe in French a photograph they had taken related to an enjoyable memory, event, activity, hobby, or person. For the oral interview activity, the participants were requested to answer five questions adopted from the study by MacIntyre and Legatto (2011). The learners were video recorded, then their performance was viewed, and their levels of FLE and FLCA were rated on a per-second timescale, followed by immediate interviews to clarify the sources of the fluctuations. Based on the analysis at the overall level, most of the activities showed a strong negative correlation between the two emotions. A closer look at the per-second correlations revealed that the relationship between enjoyment and anxiety was highly dynamic. In specific events, there was a high correlation between the

high levels of FLE and low levels of FLCA, which changed abruptly to converging or diverging patterns. Different causes led to fluctuations in the participants' emotions. For example, enjoyable activities resulted in more interest in discussing topics, improved communication in the FL and decreased due to disappointment with vocabulary constraints.

Pan and Zhang (2021) longitudinally examined the variations of FLE and FLCA over a single semester during a compulsory English course called Communicative English for Chinese Learners (CECL), based on CLT and TBLT principles, with an emphasis on speaking and group work. The relationship between emotions and FL learning motivation and the learners' personality traits was also investigated. The study surveyed 55 college students taking English classes for 14 weeks at multiple time points (42 sessions in total). The participants completed questionnaires about FLE, FLCA, motivation and personality traits. The findings showed that FLE was more changeable over time than FLCA. FLE varied significantly over time at the group level, but individuals had diverse patterns. Some experienced more considerable changes over time, while others had only minor fluctuations. Variation was more significant for some individuals compared to others. The changes in FLE and FLCA were linked to motivational factors (e.g., ideal L2 self and motivated behaviour) and various personality traits such as extraversion. As per qualitative data, a high FLE was related to the teachers. The participants enjoyed the FL class more when their teachers were friendly and encouraging, which was reflected in their feedback. Positive class atmosphere and peer interaction significantly influence FL enjoyment (FLE) in learners, as per qualitative data.

In addition to examining the dynamics of enjoyment during a speaking activity, Dao and Sato (2021) explored a crucial feature associated with positive emotions, which is collaboration. In their study, Dao and Sato (2021) examined the intra-individual fluctuations of enjoyment and interest of Vietnamese learners of English during an oral communication

activity in L2 classes, indicating that engagement of learners' emotions is unpredictable and context-dependent. Data was collected using the Experience Sampling Method (ESM), which repeatedly assesses short-term cognitive, affective, or behavioural responses (Csikszentmihalyi & Larson, 1987). The participants were asked to complete a task for 15 minutes while a questionnaire was administered to them three times at five-minute intervals. The findings revealed that learners' FLE fluctuated over time (i.e., 15 minutes of interaction).

Furthermore, the positive task experiences of learners were linked to high levels of mutual collaboration, which were reflected in their social relationships. However, these correlations differed across the three intervals. In other words, as learners' enjoyment and interest levels increased, the social bonds strengthened among them, leading to enhanced opportunities for language learning. The findings also revealed that experiencing high levels of enjoyment and interest during the tasks fostered language production and promoted the ability to interact. These results are particularly interesting because the methodological tool allowed further exploration of the dynamicity of learners' emotions while performing a brief communicative task. With the use of repeated questionnaires in the classrooms, the study captured crucial aspects regarding the social aspects of positive emotions, which requires further investigation in emotion research.

The shift to examining the dynamics of FLE has motivated researchers to examine not only the development of inter-learner factors but also intra-learner factors. This was evident in the study of Boudreau et al. (2018), which was reported earlier in this section. Several researchers focused on exploring the fluctuations of FLE during interactive speaking activities either between peers or students and teachers. Chen (2023) used a mixed-methods multiple case study design based on CDST to examine the fluctuations of FLE between individual learners and their peers during the interaction in speaking activities. The study investigated whether the enjoyment ratings of peers' conversations correlated during the

activities and explored factors that contributed to the individual trajectories of learners' FLE. Four pairs of Taiwanese university students in a high-intermediate EFL program participated in simple, complex storytelling using speech acts involving refusals. The data collection involved triangulation of three sources, including the interactions of the speakers, the ratings of FLE on a scale measured in seconds based on an individual learner's response, and stimulated recalls. According to the results, there was considerable overlap among sources of low and high FLE in both groups and idiosyncratic patterns of FLE fluctuations among peers. The authors argued that there was little to no convergence or divergence in the enjoyment trajectories of all the pairs. However, they did occasionally adapt to each other. The analysis at the intra-individual levels demonstrated that the peers' collaboration to complete the speaking activity creatively led to an increase in their FLE. There were several factors that learners reported to increase FLE, including the exciting storylines stemming from the designs of the activity, peer participation and collaboration, prompts based on pictures, activity performance, and its relevance to the learners' real-world experiences. On the other hand, a decrease in FLE arousals was attributed to issues in performance, vocabulary constraints, activity design and insufficient ideas. Overall, the findings indicate that several factors play a role in fluctuations of FLE, such as the complexity of an activity, social and individual. These findings are essential because fluctuations in enjoyment during L2 activities could help understand the effects of emotions in FLE research.

In the same vein, De Ruiter et al. (2019) examined the intra-individual dynamics of FLE and FLCA in classrooms during a conversation. They specifically explored individual learners' emotions when teachers assisted them emotionally during teacher-student interactions. The study adopted Kohonen's Self-Organizing Maps (SOM) technique to analyse the conversations between the teacher and students. The participants were two female students studying English at the University of Bojnord, Iran. The study found that there were

recurring patterns in the way teachers supported their students during interactions. These patterns showed that the interactions between students and teachers were self-organising and bidirectional. The study also revealed that students and teachers could be seen as dynamic systems. Moreover, the study suggested that the traditional positive relationship between teacher support and student emotion could be generalised to real-life situations. The results implied that throughout the interaction, teacher support, student enjoyment, and anxiety fluctuate as components of the dyadic system.

Another group of researchers focused their investigations on the differences and trajectories of FLE and their reasons or causes. Elahi Shirvan and Taherian (2020) examined the variations and changing patterns of FLE and FLCA by employing a longitudinal study. Using latent growth curve modelling (LGCM), data were obtained from 367 undergraduate students enrolled in a general English course over a semester. The data was triangulated by collecting qualitative data from 4 students through interviews and written journals. The participants were asked to provide possible explanations of the dynamism of their FLE and FLCA based on their perceptions of the classroom ecology, including student-teacher interactions and activities. The findings showed high FLE levels and low FLCA levels throughout the semester. The increase in both emotions revealed a strong negative correlation in their growth over time, although initially they were only weakly correlated. The initial levels of these emotions varied significantly yet did not predict the growth trends across the semester. The growth of FLE and FLCA varied by participant. At the start of the semester, participants showed a significant negative low correlation between FLE and FLCA, which appeared to increase during the semester. However, the qualitative data revealed incidents when the learners experienced high levels of both variables and were low simultaneously in other moments. The dynamic of FLE and FLCA during the semester has been proven to be related to the interaction of different contextual factors. The study found that classroom

activities play a significant role in enhancing students' FLE. The participants highlighted several skills-related factors that contributed to their high enjoyment levels. These included performing well, collaborating with peers, engaging in reading topics and relevant topics, receiving positive feedback from teachers and peers, and working in groups. FLCA, on the other hand, increased because of the teacher's feedback, the learners' perception of the teacher, unchallenging materials, and negative teacher and classmate feedback on activity performance. Analysis at the individual level showed that one student attributed her low enjoyment levels when performing a reading comprehension activity individually to her lack of understanding of the knowledge required to find the main ideas. This grew after she worked with her classmate, who helped her exchange information and share her opinions in a relaxed and funny atmosphere. Furthermore, other learners were highly anxious when performing journal reporting and individual presentation activities. They reported that they would prefer to have their classmates lead the presentations. However, some activities, such as grammar, were enjoyable even if they were not interactive, as they were interesting and relevant to their interests. These findings are important as they can highlight the significant role of allowing collaboration among learners to mitigate negative emotions.

Similarly, Elahi Shirvan, Taherian, and Yazdanmehr (2021) measured the changes in FLE over time among EFL learners by adopting a longitudinal confirmatory factor analysis-curve of factors model (LCFA-CFM). They collected data from 437 adult learners at four different points in time. The analysis showed that the original FLE scale was valid and reliable and that the latent factor was consistent over time. They also found that at the group level, FLE increased over time. However, this increase was different when they examined the inter-individual variations. They discovered significant variations between learners in the intercepts and slopes. Lower initial FLE learners experienced a rapid rise in FLE over time. The fluctuations in language learning progress were attributed to factors external to the

learner, such as their attitude towards L2, their attitude towards the teacher, their perception of the teacher's characteristics, the amount of L2 use during class, the time spent practising L2 outside of class, exposure to native language use, and their motivation to learn L2.

Teacher-related factors, such as their predictability, friendliness, the amount of time spent on each language skill, and the use of L2 in the class, also affected FLE levels. Overall, this study provides new insights into the temporal growth of FLE and how it evolves through the L2 course.

Elahi Shirvan, Taherian, Shahnama, and Yazdanmehr (2021) explored the relationship between the growth levels of L2 grit and FLE, including the covariance between intercepts and slopes, which was analysed using Mplus 7. The results demonstrated that FLE and grit increased over time at the group level, whereas the inter-individual analysis showed heterogeneity in the intercepts and slopes of both variables. This finding indicates that the means of L2 grit and FLE were higher at their growth level compared to their initial level. Additionally, the analysis of co-variations in the model revealed that the covariances between the intercepts and slopes of L2 grit and FLE were statistically significant. This suggests that L2 grit and FLE have a parallel development or co-development process. The finding also indicates that an increase in the level of FLE among the participants was strongly correlated with an increase in the level of L2 grit during the entire course. The rise in enjoyment was explained by a positive classroom environment and interaction, peer collaboration, and encouraging teacher approaches.

Kruk, Pawlak, Elahi Shirvan, and Taherian (2022) aimed to study the growth of two emotional constructs, FLE and FL learning boredom (FLLB), among L2 learners. The study used a method to capture the inherent dynamicity of L2 learners' enjoyment and boredom during an EFL online course. The researchers used a bivariate latent growth curve model (LGCM) to examine the covariance between 412 EFL learners' initial and growth levels of

FLE and FLLB on four measurement occasions at two-week intervals. The data was collected using the original FLE scale and the newly developed FLLB scale. The model was tested in Mplus 7, including the covariance between intercepts and slopes of FLE and FLLB. The analysis of the data revealed that there were significant variations between learners in the intercepts and slopes of both variables.

Additionally, the covariance between the intercept and slope of the FLE and FLLB was statistically significant and negative. This indicates the existence of a parallel process (co-variance) of FLE and FLLB, implying that an increase in the level of FLE among the participating L2 learners was strongly associated with a decrease in the level of FLLB during the whole course. The authors provided some possible explanations for the contributors to the growth in FLE, including teacher-related factors, and the friendly learning environment.

Using a pseudo-longitudinal design, Dewaele and Meftah (2024) examined the trajectory of three lower-order dimensions of Foreign Language Enjoyment (FLE): Foreign Language Enjoyment (FLE Teacher), Foreign Language Enjoyment (FLE Personal), and Foreign Language Enjoyment (FLE Social) (Botes et al., 2021) which the authors combined with the mini-Attitudes/Motivation Test Battery with 11 items/scales reflecting attitudes and motivations (Tennant & Gardner, 2004). An online questionnaire was administered to 85 beginners, 322 intermediates, and 95 advanced learners of Moroccan English as a Foreign Language. In one-way ANOVAs, it was found that across skill levels, the values of three FLE dimensions increased significantly but non-linearly. It was also found that seven positively oriented motivation scales increased significantly across skill levels, and the two anxiety scales decreased significantly across skill levels (small effect sizes). The most robust increase in the FLE dimensions occurred between the beginner and intermediate levels before levelling off at the advanced level. There was less clear evidence of this non-linear pattern for motivation scales. Correlation analyses showed a stronger relationship between FLE

dimensions and motivation scales at higher skill levels. The authors speculate that at high skill levels, FLE and motivation reinforce one another.

Most of these longitudinal studies involved large samples and aimed at drawing general conclusions about socio-psychological factors that affect them (Dewaele, 2022). Guedat-Bittighoffer and Dewaele (2023) took a detailed approach to understanding how a particular educational intervention can help reduce anxiety and boredom while increasing enjoyment for foreign language learners. To achieve this, the authors conducted a study on the emotional fluctuations of seven beginner learners in five consecutive French as a foreign language classes over three weeks. The teacher used the Neurolinguistic Approach (NLA cf. Netten & Germain, 2012) to deliver his teaching. The study aimed to explore the emotions that arise during different oral and reading phases, particularly in connection with the expression of personal feelings by both the teacher and learners. The learners, who were of different ages and cultures, provided both quantitative and qualitative data through questionnaires about their levels of enjoyment, anxiety, and boredom immediately after each class. The combination of quantitative and qualitative data, along with direct observations in class and a semi-structured interview with the teacher, allowed for a better understanding of the underlying causes of these emotional fluctuations. According to the study's results, participants' emotions were relatively stable, except for a brief increase in anxiety and a drop in FLE Teacher resulting from the sudden appearance of a replacement teacher during class three. Although the sample size was too small to allow any generalisation, the study's methodology allowed for the observation of simultaneous differences between individuals and changes within individuals over time.

FLE and FL Learners' Internal and External Factors

Previous research has identified certain internal and external factors that can have a direct or mediating impact on the enjoyment of activities in the classroom. Since emotions

are complex systems, the combination of these factors with other variables at various levels of learning contexts can affect the level of enjoyment experienced during classroom activities.

Enhancing enjoyment and excitement in the classroom was linked to implementing some strategies by the teachers, which are often closely tied to their effective classroom management and personal qualities. These qualities include their enthusiasm for teaching, competence at teaching, creating a warm and fun atmosphere, providing support, feedback and praising students, showing interest in their students' needs, and implementing classroom activities tailored to students' skills (Dewaele et al., 2017; Dewaele et al., 2022; Dewaele & MacIntyre, 2014, 2019; Li, 2021). In a longitudinal study over a semester, Dewaele et al. (2022) explored the effects of FLE, FLCA and attitude/motivation (AM) on teacher's frequent use of the FL, predictability and jokes. The participants were 360 learners studying English, German, French and Spanish at a university in Kuwait. Statistical analysis using a linear mixed model demonstrated a positive correlation between the three teacher-related factors and FLE and AM. FLCA did not affect any variable significantly. According to the multiple comparison analysis, the use of jokes by teachers had a significant positive impact on learners' FLE. FLE of learners whose teachers joked infrequently declined gradually over the semester. They concluded that FLE was maintained at a stable level if teachers incorporated fun activities that involved frequent use of the FL, predictable language learning activities, and a good sense of humour. On the other hand, teachers who did not use humour enough (or who may have been weaker teachers overall) saw drop in FLE. These findings hold significant importance, indicating that incorporating appropriate humour into the language learning process can significantly contribute to the overall enjoyment and effectiveness of classroom activities.

The Four Factors of the Classroom Activities. The existing literature offers valuable insights into the types of activities known to induce enjoyment (Chen, 2023; Egbert, 2003; Li et al., 2018; Li & Dewaele, 2024). To examine the impact of specific factors on the enjoyment of skills-based activities, it is beneficial to begin by categorising the factors outlined in the literature and determining their connection with FLE. This can be achieved by conceptualising them within the theoretical frameworks of positive psychology, educational psychology, and second language acquisition, as discussed in the preceding sections.

The four factors - collaboration, control, creativity, and authenticity - are carefully selected based on the theoretical frameworks and empirical studies to cover various subdimensions and provide valuable insights into FLE. This approach ensures that the factors are broad enough to encompass multiple subdimensions, yet specific enough to offer meaningful insights into the enjoyment of the four skills. Therefore, the intentional choice of broad dimensions aims to avoid overly narrow factors that might restrict the scope of the research. The four broad dimensions allow for capturing a wide range of influences on FLE, ensuring comprehensive coverage of the phenomenon.

When examining the qualitative findings and students' feedback from previous studies, these factors are remarkable, as they have been shown to impact enjoyment and its changes, as is discussed in this section. These factors are crucial for FLE and can be associated with the principles of the flow theory, BBT, and CVT (Csikszentmihalyi, 1997, 1989, 1990; Fredrickson, 2001, 2003, 2004, 2006, 2013; Pekrun, 2002, 2006). While some of these factors are not fundamental principles of the four theoretical frameworks, they are aligned with their constructs and allow for a comprehensive understanding as they can provide ways to enhance FLE.

In summary, these aspects are chosen based on the theoretical insights and are supported by the empirical findings in the field of language learning. This choice facilitates

the application of the theory to the specific context of FLE and are widely informed existing studies in the field of FL emotion research. In the following section, each factor is supported by the existing theories, and the previous research studies that have identified these factors as significant contributors to FLE, further validating their relevance.

Collaboration. Collaboration is when two or more learners form a social relationship during interaction as they engage in roles that can be categorized into high mutuality (collaborative, expert, novice) and low mutuality (dominant, parallel, passive) (Dao & Sato, 2021). Collaboration involves learners working together towards a common goal, sharing knowledge, and supporting each other's learning processes, as well as teacher-student interaction (Boudreau et al., 2018; Chen, 2023; Dao & Sato, 2021; De Ruiter, 2019; Elahi Shirvan & Taherian, 2021; Elahi Shirvan et al., 2021; Kruk et al., 2022; Li & Dewaele, 2024; Pan & Zhang, 2021). According to these studies, collaboration comprises several core components that enhance the enjoyment and ultimately the learning experience. Joint interaction involves learners engaging in activities where they actively interact with each other, exchange ideas, and negotiate meanings. This interaction is fostered by activities designed with shared goals, cultivating a sense of collective responsibility among learners as they strive towards common objectives. Mutual support (Zheng & Zhou, 2022) is a key element, as learners provide feedback, help each other understand language concepts, and collaboratively solve problems, reinforcing their learning. Furthermore, social interaction is emphasised, promoting the development of communication and social skills as learners work together in pairs or groups. This collaborative approach not only enhances language proficiency but also makes the learning process more enjoyable and effective (Saito et al., 2018).

Drawing on the broaden and build theory (Fredrickson, 2001, 2003, 2004, 2006), collaboration can enhance enjoyment. Building social resources through collaboration

between learners in classrooms can promote enjoyment. The enjoyment generated from successful collaborations contributes to developing personal resources such as improved communication skills and enhanced interpersonal relationships, creating lasting positive effects. In other words, as collaboration in language classrooms encourages positive social interactions, shared learning experiences, and a sense of belonging, enjoyment can be triggered by exposing students to diverse viewpoints and communication styles.

Collaborative activities enhance cognitive flexibility as students work together to solve problems and generate creative solutions. Fredrickson (2001, 2013) stated that specific skills and social connections are established during play and continue to have an effect even after the emotions dissolve. According to MacIntyre and Gregersen (2012), this is considered to be the powerful impact of broadening positive emotions. Thus, enjoyment advances learners' social engagement with the environment, which, in turn, extends outside the learning context in the long term (MacIntyre & Mercer, 2014). Studying a language in a context where the teacher and peers create an enjoyable atmosphere due to positive communication could facilitate learning. Therefore, there is a good reason to assume that not only positive emotions (i.e., enjoyment) enhance social connection, but also collaboration can cause enjoyment. This is because the lasting advantages gained from enjoyment make this cycle of positivity possible long after the first feelings arise when learners are engaged in positive social interaction (Fredrickson, 2006).

The fundamental principles of the flow theory proposed by Csikszentmihalyi (1997, 1989, 1990) suggest that optimal learning occurs when individuals are in a state of flow—fully immersed and engaged in an activity. The key components of flow include a balance between challenge and skill, clear goals, and immediate feedback. Collaboration enhances engagement and immersion through interactive and goal-oriented group activities.

Collaboration, therefore, enables learners to use the combined skills and expertise of team

members during activities. This interaction fosters a sense of shared challenge and can be inherently rewarding when receiving feedback on their skills from others (Csíkszentmihályi, 1990). Furthermore, when learners work together, they become actively engaged, focused and involved in the activity's accomplishment, which enhances their enjoyment. Studies have consistently identified core components such as joint interaction, shared goals, mutual support, and social interaction.

According to the theory developed by Pekrun (2002, 2006), achievement emotions are influenced by learners' perceptions of control and the value they attribute to the learning task. Emotions such as enjoyment, anxiety, and boredom are directly linked to the extent of control learners feel they have and their appraisal of the activity's importance. Collaboration plays a vital role in enhancing positive emotions by fostering perceived value through shared goals and collective achievement. Collaboration can lead to high levels of enjoyment. This is because by fostering social relationships, learners are provided with opportunities to control the performance and outcome of activities through social assistance from peers and teachers (Pekrun & Perry, 2014). According to Pekrun (2006), "Cooperative learning has the additional advantage of serving students' social needs, thus possibly also contributing to their appreciation of academic engagement." (p.335). Moreover, when learners are involved in a learning environment that supports collaborative and autonomous activities, they are enabled to self-regulate their learning process. Giving students these ways of learning can enhance their sense of competence, thus enhancing their enjoyment (Pekrun, 2006).

In many studies, the collaboration factor was reported by the participants in the findings as a significant factor contributing to enjoyable learning experiences using questionnaires, open-ended questions in surveys, interviews, English-related events and written journals (Boudreau et al., 2018; Dao & Sato, 2021; Dewaele & MacIntyre, 2014, 2016; Dewaele et al., 2018; Elahi Shirvan & Taherian, 2021; Elahi Shirvan et al., 2021; Kruk

et al., 2022; Li & Dewaele, 2024; Li et al., 2018; Pan & Zhang, 2021; Piniel and Albert, 2018).

The themes emerging from qualitative data have played a crucial role in operationalizing collaboration. MacIntyre and Dewaele (2014) and Li et al. (2018) reported that activities involving social interactions in pairs and groups promoted FLE. MacIntyre and Dewaele (2014) and Li et al. (2018) reported that FLE can be positively affected by remarkable learners and group performance, as well as activity achievement. Enjoyment can occur when the students engage in social interactions with others, stemming from group membership or social solidarity and cohesiveness (Dewaele & MacIntyre, 2014). This was supported by Shirvan and Taherian (2018), who added that it enhanced knowledge exchange. Dewaele et al. (2018) reported that the participants experienced a higher level of enjoyment during the time that they spent speaking more than during other activities (writing, reading and listening) as it permitted peer interactions. Piniel and Albert (2018) determined that the learners' successful communication when undertaking group work produces FLE.

A small number of researchers have begun to explore specific aspects of collaboration. The recent study by Zheng and Zhou (2022) looked at the importance of positive interdependence (PI) and peer support (PPS) in influencing students' FLE during collaborative learning. Their research highlights that collaborative learning, particularly through peer support and positive collaboration, plays a crucial role in enhancing university EFL students' FLE. The study suggests that students with strong collaboration skills and emotional regulation abilities are more likely to enjoy learning a foreign language. It emphasises the significance of interdependence among team members and the achievement of common goals in creating an enjoyable learning experience. Collaboration is operationalized qualitatively through the interpersonal relationships and support provided among group members, which are essential for smooth task progression and achieving

common goals. Quantitatively, the study employs statistical methods such as regression analysis to measure the impact of peer support and emotional regulation on FLE.

Zhang et al. (2022) examined the enjoyment derived from collaborative learning within a different learning modality. They revealed one factor underpinning enjoyment: the pleasure of online collaboration. Their research revealed that enjoyment in online collaborative learning is significantly affected by peer and group regulation. It stressed that learners' involvement in managing their emotions contributes to a positive social atmosphere within their groups, which is vital for effective collaboration and communication. The findings suggest that creating an enjoyable collaborative atmosphere is possible when learners take individual responsibility for handling emotions and collectively address challenges. Overall, the study highlights the importance of improving enjoyment through social interactions in online collaborative environments.

Li and Dewaele (2024) created the Task Enjoyment Scale for Speaking to assess the enjoyment levels during L2 oral tasks. The scale identified task enjoyment and social interaction as separate dimensions, which was supported by further analyses involving 116 participants. Collaboration was measured through group oral tasks where participants worked together in teams of 4–6 members, focusing on specific topics and completing a survey along with a group presentation. The study revealed that collaboration significantly contributes to enhancing task enjoyment, as successful teamwork leads to positive social experiences. Participants reported that tasks performed in supportive group settings led to increased enjoyment, with social interactions contributing to feelings of happiness and pride in group performance. Furthermore, activities that encouraged active participation and shaped interactions fostered a sense of group membership and enjoyment. The findings highlight the importance of effective communication and interaction within a collaborative environment for promoting enjoyment in language learning tasks.

In a few long-term studies, it was found that collaboration contributed to the fluctuation of FLE during speaking activities. According to the findings of Boudreau et al. (2018), they showed that enjoyment and anxiety in second language communication are different emotions that can change independently during communication tasks. The study asserts the importance of examining these emotions at the individual level, uncovering varied emotional experiences during social interactions in language tasks. However, the study does not clearly define how collaboration was measured, whether quantitatively or qualitatively. FLE was studied during communicative speaking tasks.

De Ruiter et al. (2019) found that FLE varied based on the interaction between teachers and students during conversations. They measured collaboration by qualitatively assessing teacher-student interactions, specifically by analysing video recordings of their conversations. This method concentrated on the dynamic systems of both parties and their impact on each other, emphasising the recurring processes of emotion and emotional encouragement during these interactions. This approach enabled the examination of how students play an active role in jointly creating emotional patterns, such as enjoyment, during these interactions. Collaboration was operationalised qualitatively through the observation of teacher-student interactions, specifically by analysing video recordings of conversations between the teacher and students. This approach focused on the dynamic systems of both parties and their influence on each other, highlighting the iterative processes of affect and emotional support during these interactions.

Pan and Zhang (2021) discovered that the enjoyment of learning FLE is significantly influenced by peer collaboration and social interaction. A positive class atmosphere, characterised by peer interaction and group formation, enhances FLE. Moreover, extraversion was found to be positively associated with FLE, indicating that extraverts tend to enjoy foreign language classes more because of their sociable nature, which facilitates

communication and interaction during class activities. In summary, creating a supportive and interactive environment is crucial for enhancing enjoyment in FL learning. Collaboration was operationalized qualitatively through the analysis of participants' responses to open-ended questions in the FLE/FLA questionnaire, which provided insights into their emotions and experiences related to peer interactions in class. Quantitatively, collaboration was reflected in the positive class atmosphere and how peers interacted and formed groups, which were measured as factors influencing FLE.

Dao and Sato's (2021) study observed varying levels of collaboration among learners during three intervals. High mutual roles (collaborative, expert, novice) peaked at 62.16% in Interval 1 before declining to 50% in Interval 3. In contrast, low mutual roles (parallel, dominant, passive) increased from 37.84% in Interval 1 to 50% in Interval 3. However, the study did not find statistically significant differences in collaboration across intervals. The research revealed a positive correlation between collaboration and emotional engagement, specifically enjoyment and interest. It suggested that greater collaboration led to more positive emotional experiences during interactions. Emotional engagement levels fluctuated during the interactions, with many learners reporting changes in their positive emotional engagement. Additionally, increased collaboration was linked to greater language production, indicating that positive emotions may enhance interactional behaviours. The findings reveal the significance of collaboration and emotional engagement in promoting enjoyable and effective social interactions among learners. Quantitatively, collaboration was operationalised by measuring the degree of collaboration through various roles (e.g., collaborative, expert, novice) and the amount of language production (number of words and turns) during interactions. Qualitatively, the study assessed learners' emotional engagement through a questionnaire that included items related to interest and enjoyment.

Chen (2023) found that learners generally experienced relatively high levels of enjoyment ($M = 4.19$, $SD = 0.50$) in the English-speaking classroom, indicating a positive emotional experience during language learning. Additionally, the findings suggest that FLE has a direct positive effect on language learning achievements, highlighting the importance of enjoyment in collaborative learning environments. The study measures collaboration and interaction in two ways. Qualitatively, it uses audio-recorded comments from participants during interactions, which are then transcribed and analyzed for common themes. This method provides a detailed understanding of learners' experiences. Quantitatively, the study employs a questionnaire to assess learners' enjoyment, using a five-point rating scale. Composite scores from these ratings are calculated to analyze each learner's FLE level. The study also uses Spearman's rho correlation to examine the relationship between enjoyment ratings of paired speakers, providing a quantitative measure of interactional dynamics.

Elahi Shirvan and Taherian (2021) emphasise the significant role of collaboration and social interaction among students in their experiences of FLE and FLCA. Engaging in collaborative activities, such as pair work or group work, allows students to establish a supportive environment, share information, and support each other, thereby enhancing their enjoyment and reducing anxiety. Collaboration was qualitatively assessed through interviews and journals, while the use of Motometers provided quantitative data on how collaboration and social interactions influenced students' emotional states over time.

Furthermore, Elahi Shirvan et al. (2021) indicated that enjoyment in foreign language classes is influenced by both individual and social factors. Their research revealed that girls reported significantly more enjoyment in language classes, reflecting a preference for positive social interactions that promote creativity and excitement. The study also explored the transmission of enjoyment during teacher-student interactions, suggesting that automatic mimicry plays a crucial role in this process.

In addition, Kruk et al. (2022) highlighted the crucial role of collaboration and social interaction in enhancing enjoyment among language learners. Well-organized activities, an optimal level of challenge, and increased pair-work and group-work were identified as facilitators of positive emotions and enhanced cooperation, leading to increased enjoyment and reduced boredom. Qualitative measurements of collaboration through students' perceptions and its link to effective communication and interaction within the classroom were also emphasized in their study findings.

Control. Control, in the context of FL learner emotions, can be understood as a complex construct that includes cognitive and psychological factors. These all contribute to how learners experience enjoyment (Chen, 2023; Csizér & Albert, 2024; Dao & Sato, 2021; Dewaele et al., 2018; Piniel & Albert, 2018; Resnik & Dewaele, 2021; Resnik et al., 2023). Understanding the construct of control is essential for grasping the dimensions of FLE, as it often arises from the interaction between the challenge of learning a foreign language and the learner's perceived ability to meet that challenge (Dewaele & MacIntyre, 2016). In other words, enjoyment is most likely to emerge when learners perceive the control and value of an activity, derived from a balance between the challenge and skills involved, or the relevance of the activity (Csíkszentmihályi, 1975; Fredrickson, 2004; Pekrun, 2004).

From a cognitive standpoint, learners exercise control through self-regulation (Chen, 2023; Zhang et al., 2022; Zheng & Zhou, 2022). This self-regulation empowers them to establish goals, track their advancement, and modify their approaches to tackle language learning obstacles. It enables learners to contemplate their cognitive processes, assisting them in assessing and adjusting their learning methods. These cognitive techniques enhance their perceived control over their capability to confront the demands of language assignments, ultimately enhancing their enjoyment.

From a psychological perspective, the belief in one's ability to succeed, known as self-efficacy, and autonomy both play a significant role in enhancing a learner's sense of control and enjoyment in language tasks (Chen, 2023; Csizér & Albert, 2024; Dao & Sato, 2021; Dewaele et al., 2018; Piniel & Albert, 2018; Resnik & Dewaele, 2021; Resnik et al., 2023). When learners feel that they have control over their actions, intrinsic motivation, or the internal drive to perform well, is further strengthened. Autonomy, which refers to the feeling of having choice and control over one's learning activities, not only enhances motivation but also creates an environment where learners take joy in their achievements.

In the SLA field, according to Wright (2011), student-centered activities provide a challenging environment for learners as they allow them to create their own knowledge through their engagement in real-world experiences. Learners interact in multiple self-directions, such as working collaboratively in groups, pairs and as a whole class without depending on the teacher for instructions all the time. The teacher assists in developing the learners' language skills in order for them to learn independently. In contrast, teacher-centered activities are less interactive as the teachers direct the information delivery and the rules to the whole class, and the interaction is mostly between them and the students. Student-centered activities enable the students to have an adequate amount of time for successful achievement (Ellis, 2003), performing activities at a pace that suits their own abilities. Student-centered activities empower the students' choice in relation to the activities and it allows for a sense of freedom when shaping the activities. This fosters autonomous learning and allows them to focus on the activities, to meet their goals, to maintain their interests and to overcome any challenges. This increases their sense of achievement more than teacher-centered activities during which the teachers move the whole class at the same sustainable tempo, taking control of the activities. This might not align with all the students' interests and abilities, which results in less enjoyment and more anxiety or boredom. The interaction

between the learner skills and task challenge is important in relation to the emotional experiences. As FL learning is complex, it is difficult to assume what types of challenges can generate enjoyment while preventing anxiety and boredom. There could be syntactic, pragmatic or semantic challenges in the task that affect these emotions (Egbert, 2003).

The BBT (Fredrickson, 2006) highlights that enjoyment is associated with building learners' psychological resources by developing their resilience, sense of identity, and personal alignment with learning objectives during class activities. This can be accomplished by providing learners with opportunities to have a sense of control and autonomy. The satisfaction stimulated by having control over and success associated with activities widens learners' intellectual and emotional experiences, contributing to lasting personal resources and promoting overall well-being (MacIntyre et al, 2019). For these reasons, control can be a significant contributory factor to enjoyment; having the autonomy to face challenges and make independent choices helps learners adapt and survive hurdles, which builds resilience, a critical concept in the broaden and build theory.

The flow theory, as proposed by Csikszentmihalyi (2008), highlights the importance of maintaining a balance between challenge and skill. This balance directly influences a person's sense of control, which is their perception of their ability to tackle challenges. Csikszentmihalyi (1990) also stresses the significance of having control for the emergence of positive emotions. When learners feel that they have enough control to decide how to approach an activity, they can tailor their skills and interests accordingly (Csikszentmihályi, 1997). While boredom leads to a lack of attention and interest, and anxiety serves as a distraction, having clear goals and purposes enables learners to direct their attention towards activities that bring about enjoyable emotional states (Csikszentmihályi, 2008).

The CVT (Pekrun, 2000) emphasises the impact of control and value appraisals on emotional experiences in academic environments. It directly relates to students' sense of

control over their learning. Essentially, when learners feel in control of their tasks and recognise the value of completing them, they are more likely to experience enjoyment (Pekrun & Perry, 2014). In essence, learners' enjoyment is triggered by their awareness of their abilities, controlling their progress, and evaluating their performance. Having control over their tasks promotes autonomous learning, enabling them to concentrate, achieve their objectives, sustain their interest, and overcome challenges, all aligned with their intrinsic or extrinsic values (Pekrun, 2006).

In previous research on emotions, researchers reported that the extent of control impacts learners' enjoyment. In most of these studies, the control factor emerged from the qualitative results. Autonomy and self-regulation as subdimensions of control have recently been explored. Data from several studies (Csizér & Albert, 2024; Resnik & Dewaele, 2021; Resnik et al., 2023) suggest that enjoyment is facilitated by encouraging learner autonomy in different learning contexts. The studies conducted by Zheng and Zhou (2022), Piniel and Albert (2018), Dao and Sato (2021), and Chen (2023) shed light on the impact of factors such as autonomy, self-regulation, emotional intelligence, and task design on students' enjoyment and engagement in foreign language learning.

Resnik and Dewaele (2023) explored how FLE is related to learner autonomy and trait emotional intelligence (TRI) in online and offline contexts. They found that enjoyment was positively linked to autonomy in online and offline contexts. Similarly, Resnik et al. (2023) explored the role of emotions in online and emergency remote teaching (ERT). FLE varied with teaching mode. In in-person classes, FLE was related to social interaction, while in ERT it was associated with the comfort of working from home and increased learner autonomy.

Csizér and Albert (2024) examined the relationship between enjoyment, along with other sets of emotions, motivation-related variables, self-efficacy beliefs and learners'

autonomy, and how they are affected by contexts in Hungary. The study employed a quantitative design using systematic quota sampling, including 1152 secondary students studying in 11 different schools around the country. The questionnaire was analysed using multivariate techniques to investigate the differences at the school level. The results revealed that students' motivation is the only significant factor associated with learner autonomy across all schools, while the other scales only show limited impact in some schools. Enjoyment was a prominent factor contributing to independence.

Dewaele and MacIntyre's findings (2014) indicate that learners in FL classes experience enjoyment when they have a sense of autonomy and control over their learning. Activities that empower student choice, such as selecting topics for discussion or engaging in group projects, contribute to motivation and enjoyment. Additionally, experiencing real achievement enhances self-esteem and enjoyment, as learners interpret successful events as recognition of their efforts. The classroom environment should ideally be stimulating and non-threatening to foster positive emotions, which are linked to better learning outcomes. Overall, the presence of choice and autonomy in learning activities is crucial for promoting self-efficacy and enjoyment in the foreign language classroom.

Findings from Kruk et al. (2022) indicate that students' enjoyment increases as they become more familiar with the online learning environment. This is because they gain more control over their learning and experience greater autonomy. The shift in their experience is attributed to their gradual adaptation to the new setting, which creates a positive and supportive classroom atmosphere, fostering mutual respect and positive interactions among peers. The study also suggests that teachers initially exercise more control to manage participation, which could lead to increased boredom. However, as students adapt, teachers may release some of this control, allowing for greater freedom and satisfaction, ultimately leading to reduced boredom.

In Dewaele et al.'s (2018) study, certain factors were linked to activities that result in higher levels of FLE. These factors include incorporating learner-focused activities and allowing learners to be more autonomous and creative. To enhance learners' enjoyment and reduce anxiety, it is important for learners to feel a sense of self-efficacy and agency during the activity. When learners have control over how they carry out the activity, they can adapt their skills and interests (Csíkszentmihályi, 1997; Pekrun, 2004).

Zheng and Zhou (2022) found that autonomy, self-regulation, and emotional intelligence significantly influence students' FLE. The ability to self-regulate throughout the learning process, from forethought to self-reflection, affects students' emotions and their capacity to enjoy learning. Students' autonomy and emotional intelligence are crucial in managing challenging situations, indicating that these elements are intertwined with the overall enjoyment experienced in foreign language learning contexts. The study highlights that the capability to regulate emotions, particularly through strategies like cognitive reappraisal, can enhance enjoyment in learning environments, suggesting that students who feel more in control and autonomous are likely to experience greater enjoyment.

Piniel and Albert (2018) indicate that a greater sense of control and autonomy leads to higher levels of language learning motivation. Positive emotional experiences, such as the feeling of freedom, are associated with control appraisals, suggesting that individuals who feel in control of their learning activities experience positive emotions related to achievement. This aligns with the CVT of achievement emotions, which posits that emotions are influenced by the extent to which learners feel in control of their learning situation and can attribute their successes or failures to their own efforts or abilities. Additionally, the feeling of freedom is highlighted as a positive achievement emotion that contributes to a high sense of control over language use situations.

Dao and Sato (2021) emphasise that learners' emotional engagement is influenced by their sense of autonomy and control over their learning processes. Affective engagement is characterized by learners' willingness to engage and their purposeful orientation towards tasks and partners, which suggests that autonomy plays a significant role in their engagement levels. Learners' perceptions of their own task performance, including their focus and freedom of expression, are important aspects of their emotional engagement. This suggests that self-regulation and the ability to express oneself freely contribute to positive emotional experiences during interactions. The study emphasises that having choices in their learning tasks may enhance their self-efficacy and overall engagement. Overall, the findings suggest that fostering a sense of control, autonomy, and freedom in learning environments can enhance learners' emotional engagement and interactional behaviours.

Chen (2023) found that task design significantly influences learners' enjoyment and engagement in language tasks. Specifically, autonomy and choice in task design, such as allowing learners to select options relevant to their experiences, can enhance enjoyment and reduce anxiety during tasks. Additionally, the dynamic nature of learners' enjoyment suggests that self-regulation and self-efficacy play a role in how learners navigate their experiences during tasks, as their enjoyment fluctuates based on their interactions and performance.

Creativity. Creativity in language learning can be defined as the ability to engage in innovative and imaginative use of language through activities that encourage problem-solving, experimentation, and deep cognitive processing (Bielak, 2022). Creativity is stimulated by enjoyable and collaborative tasks that require learners to think critically and apply language in new ways, enhancing fluency and language output. It is influenced by the emotional state of the learner, where FLE enhances creative thinking, while FLA can hinder the ability to fully utilize creative cognitive resources (Bielak, 2022). Therefore, creativity in this context involves both linguistic innovation and the emotional freedom to experiment

without the constraints of anxiety (Bielak, 2022). Almkhalid and King (2023) discusses creativity in the context of task-based language teaching (TBLT) by emphasising the importance of encouraging personal expression and creativity through learner-generated content (LGC) rather than teacher-generated content. This approach is associated with increased interest, enthusiasm, and confidence among learners. Additionally, tasks that provide opportunities for creativity and personal expression can lead to more engaged and motivated learners.

The Broaden-and-Build Theory (Fredrickson, 2001, 2003, 2004, 2006) illustrates how positive emotions can expand one's awareness and prompt new, diverse, and exploratory thoughts and actions. This theory supports the inclusion of creativity, which broadens one's range of thoughts and actions, and enjoyment is linked to nurturing intellectual resources. Enjoyment broadens learners' perspectives, enriches their foreign language learning experience, and stimulates their creativity and desire to engage. Thus, it is connected to creativity and the expansion of language learning possibilities. Offering learners opportunities to be creative in language classrooms enhances enjoyment by achieving new milestones. Creative activities improve learners' cognitive abilities and encourage involvement, exploration, and interest in learning new things, which aligns with the BBT's principles about the positive effects of positive emotions in enhancing personal resources and development.

The flow theory (Csíkszentmihályi, 1997) suggests that optimal learning occurs when individuals are fully immersed and engaged in an activity in a state of flow. In addition to the balance between challenge and skill, flow also involves clear goals, immediate feedback, and a clear goal environment. Additionally, it emphasizes the importance of balancing challenge with skill, which is directly related to creativity (achieving novel and skillful responses to challenges). Furthermore, creative activities, as argued by Csíkszentmihályi (1997), are

strong predictors of enjoyment as they lead to an interest in learning that has a lasting influence as a fulfilling experience. In order for students to be deeply engaged, creativity allows them to approach tasks in novel and meaningful ways. Creativity can result in flow experiences in which learners are fully immersed and enjoy the learning process.

The CVT suggests that enjoyment is an activity-related emotion. This theory states that achievement emotions are influenced by perceptions of control and the value that is associated with learning tasks. Learning outcomes are directly influenced by learners' perceptions of control and their value of a task, including feelings of enjoyment, anxiety, and boredom. Creative thinking increases the perceived value of tasks by enabling personal expression and innovation, resulting in increased enjoyment. As stated by Pekrun et al. (2002), intrinsic activating positive emotions enhance motivation, facilitate elaborate information processing, and facilitate creative and flexible thinking. The learners will thus feel creative, will perceive the activity as in their control, and will attach value to it if they are able to draw upon their other knowledge and see that there are multiple correct answers to the activity (Pekrun & Perry, 2014).

In the FL learning context, open-ended activities refers to when the teacher provides learners with the same task and instructions while the student outcomes are differentiated according to their abilities and interests (Yugandhar, 2012; Lowrie, 2002). This allows the learners to follow their own rules, to use their favourite learning style, to explore the content that matches their interests and to come up with outcomes suitable according to their abilities.

Contrarily, closed-ended activities such as matching words with definitions that have limited or predicted possible solutions minimise the students' imagination and narrows their intellectual thinking. According to Fredrickson (1998), this provokes negative emotions such as anxiety. Furthermore, if learners see that the task has only one correct answer and they lack its knowledge, they will see it as out of their control and thus feel bored (Pekrun &

Perry, 2014). This is supported by Pawlak et al. (2020a) and Pawlak et al.'s (2020b) studies which found that activities such as grammar or vocabulary matching instigated boredom. However, providing students with activity information should be clear and involve a balance between focusing the students' attention on the activities' goals as well as evoking creativity at a reasonable level of self-pacing.

Several studies have reported the impact of creative activities on FLE. For example, Dewaele and MacIntyre (2014) found that debates and filmmaking facilitate FLE as they encourage creativity and learner autonomy by allowing them to shape an activity. Both are open-ended, allowing for many possible outcomes. This encourages creativity which has shown to be a strong enjoyment predictor (Csíkszentmihályi, 1997; Fredrickson, 2001). Open-ended activities will push the learners' ideas further, build their personal growth and enable the learners to observe the use of the FL beyond the classroom, promoting creative learning. For Fredrickson (1998), activities with these qualities promote positive emotions as well as regulate the negative ones. Csíkszentmihályi (1997) argued that creative activities are strong predictors of enjoyment as they lead to an interest in learning that has a lasting influence as a fulfilling experience. Furthermore, Dewaele and MacIntyre (2014) found that games are enjoyable activities. This is because games have unplanned and open outcomes, as well as clearly defined goals and guidelines that focus the learner's attention (Csíkszentmihályi, 1975).

The findings of Chen (2023) indicate that allowing learners to be creative with their language during tasks can enhance their enjoyment. Specifically, the study suggests that incorporating elements that encourage creativity, such as story creation in interactive tasks, can lead to higher learner engagement and interest.

The study by Bielak (2022) investigates the dynamics of FLE and FLCA among learners, particularly in the context of a collaborative task designed to stimulate creative

thinking. Participants engaged in a group discussion activity centered around the movie "Cast Away," where they imagined themselves being shipwreck survivors and brainstormed items for survival. This task encouraged creativity, logical reasoning, and group discussion, culminating in individual monologues justifying their choices. The study reported key findings related to creativity. FLE is associated with creative experimentation and deeper processing of linguistic material, which can lead to improved fluency in language output. The study also highlights that FLE can enhance cognitive processing and creativity, while FLA may deplete cognitive resources, negatively impacting performance. Additionally, the interplay between FLE and FLA during the creative task suggests that fostering enjoyment can mitigate anxiety and enhance language learning experiences. Overall, the study emphasises the importance of creative tasks in language learning and the need for further research into the relationship between emotions and creativity in educational contexts.

Authenticity. Authenticity in language tasks emphasises the importance of using real-life experiences that are significant to learners, which enhances engagement and relevance (Lambert, 2023; Smith & Ziegler, 2023). Tasks should encourage personal expression and involve content that learners want to share and believe their interlocutors will find interesting. This approach is supported by Lambert (2023) and Smith and Ziegler (2023), who advocate for the use of meaningful materials to foster authentic self-expression in language learning.

Authentic activities require the students to transfer information to communicate a real, meaningful message (Ellis & Shintani, 2014). Activities that require the uninterrupted and free production of communication have been found to induce more enjoyment such as role-plays, debates, filmmaking and games (Dewaele & MacIntyre, 2014). Learners feel more enjoyment when their attention is focused on communicating to deliver a message (Egbert, 2003; Aubrey, 2017) because they perceive the value of the target goals and develop their interpersonal relationships (MacIntyre & Dewaele, 2014).

Inauthentic activities such as drilling, matching and comprehension-based tasks are focused on displaying linguistics or factual knowledge. These types of activities could instigate anxiety because when the learners only concentrate on using the correct structures or vocabulary, they fear making mistakes and getting negative feedback from their teachers or peers. Also, as these activities are repetitive, the learners might get bored.

According to the BBT (Fredrickson, 2004), providing real-life or authentic learning experiences broadens learners' thought-action repertoires, including attention, thinking, exploration, and playfulness. This results from connecting learners to a real-world environment and exposing them to authentic language use and culture, which can instigate enjoyment associated with personal interests and practices.

Based on the flow theory (Csikszentmihalyi, 2008), authenticity in classroom activities can create authentic and meaningful learning experiences since they can take learners away from monotonous classroom activities to real-world applications and meaningful communication about things they care about. If the activities provide learners with opportunities to engage actively in real-life materials that align with their interests, their engagement and focus will surge. Focus is an essential element of flow and enjoyment. Thus, the implementation of such activities can enhance learners' overall engagement and sense of fulfilment, leading to more enjoyable and compelling learning experiences.

Authenticity can be linked to the control and value appraisals. Pekrun (2006) referred to the importance of developing learners' values of activities by promoting teaching materials, activities and interactions in classrooms that are personally aligned with the student's needs, such as "authentic learning tasks, and a classroom discourse that engages all students, thus serving their needs for social relatedness." (p.334). Activities that involve personalised learning experiences where learners can relate to real-world contexts can enhance their sense of control and value. This relevance of real-world context highlights the

value of academic skills and learners' abilities to have a meaningful impact on their personal lives. This, in turn, aligns with the principles of the control-value theory of achievement emotions, contributing to a positive emotional climate for creativity and learning.

There are a number of researchers who reported the significant impact of the use of authentic materials, activities or topics on learners' FLE. For example, the findings of Dewaele and MacIntyre (2014) indicate that the authentic use of the FL as a communication tool, both inside and outside the classroom, contributes to positive experiences for learners. Engaging in activities that are relevant to their concerns and interests, and that allow for genuine communication, enhances enjoyment in the FL classroom. Overall, authenticity in learning activities is essential for fostering a positive learning environment and enhancing motivation.

Li et al. (2018) found that activities that connect learners with their real-world promote FLE. In other words, activities that make learners practice the language for communicative purposes lead to more interesting and enjoyable learning experiences. A teaching method that focused on intense and frequent speaking about authentic topics was also found boost levels of FLE and lower levels of boredom and anxiety among 181 beginner EFL learners in France (Dewaele et al., to appear).

The findings of Chen (2023) highlight the significance of authenticity in task design, emphasizing that task authenticity refers to how closely a task resembles real-life encounters. Input authenticity pertains to whether the materials used in tasks were created for genuine communicative use of language rather than solely for educational purposes. This focus on authenticity is crucial for enhancing learners' engagement and enjoyment during language tasks.

The findings of the studies by Dewaele and Dewaele (2017) and Saito et al. (2018) are significant because they showed that language activities and their positive characteristics,

such as interactions and authenticity, played a vital role in FLE fluctuations and contributed to their increase. Moreover, in Saito et al.'s (2018) study, L2 development was positively associated with authentic activities involving frequent use of the FL in conversation activities and positive emotions that might improve FL comprehensibility over time. Enjoyment was more strongly experienced than anxiety in FL learning.

Combining authentic activities that focused on communicative outcome with an enhancement of language proficiency can boost FLE. For example, in Li et al.'s (2018) example, the teacher integrated a vocabulary matching task into a descriptive task for a classroom member which created a communicative activity performed in groups. The learners experienced enjoyment rooted in the social interactions due to performing meaningful communicative tasks, as well as a sense of private enjoyment stemming from a sense of self-realization about their progress in the language. Furthermore, the learners felt more confident as they had a chance to discuss the answers with others and to participate in the class with less worrying about making mistakes. This can further decrease their anxiety or boredom due to the repetitiveness of matching vocabulary tasks in FL classes.

However, the fact that emotions are individual experiences means that authentic activities might not align with the learners' different personality types. In the study by Pan and Zahng (2021), the participants were enrolled in TBLT and CLT courses that involved the students engaging in a lot of speaking activities and social interactions. This increased the FLE levels for some learners. Specific types of personality traits were linked to FLE and FLCA rooted in the classroom activities. For example, the participants who were extraverted (i.e., sociable and talkative) experienced more enjoyment while performing communicative tasks in the English classrooms.

The factors of the classroom activities discussed above that generate enjoyment are not independent; they are interrelated. That is, as the learners' enjoyment are complex, they

interact with several variables at different levels. Therefore, the four factors can be interconnected and affect learners' enjoyment. This can be exemplified by the study of Zhang et al (2022) where the collaboration and control factors intertwine. They found that self-regulation, a traditional type of emotion regulation, was not identified as a major type of emotion regulation in the online collaborative setting examined. Instead, the focus was on peer regulation and group regulation, which operate at individual and group levels, respectively. Peer regulation reflects individual learners' attempts to influence others or be influenced by them, while group regulation involves the joint regulatory efforts of the group. This indicates that the dynamics of control in the collaborative learning context were more about shared emotional management rather than individual self-regulation.

Another good illustration of the complex interaction among the factors can be seen in a participant in Shirvan and Taherian's (2021). The participant in this case performed an individual-based activity (low collaboration), namely reading comprehension during which the learners were asked to answer comprehension-based questions alone. As she encountered challenging activities that exceed their skills, she was not be able to achieve the set goals. Thus, as the learner did not have control (low control) over the activity's achievement and did not see the value of completing the tasks, she became more prone to boredom (Pekrun & Perry, 2014). The participant attributed her low enjoyment levels when performing a reading comprehension activity individually due to her lack of understanding of the knowledge required to find the main ideas. This grew after she worked with her classmate who helped her to exchange information and share her opinions in a relaxed and funny atmosphere.

In Li et al.'s (2018) study, the influence of the activities' positive qualities is evident in the case of most of the enjoyable activities reported by the students, such as storytelling, puzzles, role-plays, and group presentations. For example, one activity boosted enjoyment when the students used the new vocabulary in a descriptive activity during which they were

asked to describe a classmate or a teacher. In contrast, the other classmates had to guess who the described person was. This activity boosted their personal FLE as it empowered the learners' choice (i.e., high control), provided opportunities for unlimited solutions (i.e., high creativity), involved them in social interactions (i.e., collaboration), provided opportunities to practice the FL (i.e., authenticity) and created a relaxed and humorous environment attributed by the learners to the teachers' innovative pedagogical practices at the same time.

Other activities such as English songs, games and the multimedia use of PowerPoint and movies result in FLE as the learners are immersed in a new and exciting learning environment. For example, singing in English was perceived as an interesting and fun activity. It increases their confidence, positively changing the learners' attitudes towards the FL and themselves. Furthermore, the learners perceived these activities as attractive and exciting and enhanced the classroom environment, leading to better comprehension and engagement. Learners perceived the importance of engaging in learning activities that foster autonomy.

Summary and Research Questions

The literature on emotions in FL learning has highlighted enjoyment as multifaceted, multidimensional, ambiguous, and dynamic. The level of skill-specific enjoyment experienced by learners in a FL classroom can be affected by various factors such as their autonomy, emotional regulation, resilience, and self-perception. Additionally, other dynamic variables such as teaching practices, materials, activities, topics, skills practised, peers, and group dynamics can also play a role in determining the level of enjoyment experienced by learners.

These factors can interact with each other in complex ways, making enjoyment a fluctuating and overlapping experience. The research reviewed above has focused on skill-related enjoyment directly or indirectly either in cross-sectional studies (e.g., Dewaele &

MacIntyre, 2014, 2019; Li, 2021) or in longitudinal studies (e.g., Chen, 2023; Dao & Sato, 2021; De Ruiter et al., 2019; Elahi Shirvan et al., 2021; Elahi Shirvan & Taherian, 2020).

Research on classroom activities has been mostly restricted to speaking skills either directly (Boudreau et al., 2018; Chen, 2023; Dao & Sato, 2021; Dewaele et al., 2018; Pan & Zhang, 2021) or indirectly (Dewaele & MacIntyre, 2014; Dewaele & Dewaele, 2017; Li et al., 2018). Several longitudinal studies to date have demonstrated that the fluctuations in FLE over time were related to speaking activities at the group level (Saito et al., 2018), intra-learner levels (Boudreau et al., 2018; Chen, 2023; Dao & Sato, 2021; Pan & Zhang, 2021) and inter-learner levels (Elahi Shirvan et al., 2018, 2021, a, b; Kruk et al., 2022).

Although some scholars have referred to the enjoyment of reading, listening, and writing in their studies (Piniel & Albert, 2018; Dewaele & MacIntyre, 2014; Dewaele et al., 2018), not much data is available regarding the change in listening, reading and writing enjoyment over time. This area of investigation requires further research as closely inspecting the dynamics of skill-related enjoyment at both intra- and inter-individual levels can provide valuable data on how their levels fluctuate and which factors play a role.

The existing literature provides insights into the skills-related factors likely to generate enjoyment, including collaboration, control, creativity, and authenticity. The way the participants perceived and described those activities can fall into these categories. Thus, further exploration of those factors helps understand their direct effects and the way they shape skills-based enjoyment in FL classrooms. Indeed, there is a growing number of studies that are directly exploring the influence of different aspects of collaboration longitudinally during speaking on enjoyment, demonstrating that it is a powerful link to speaking enjoyment (Chen, 2023; Dao & Sato, 2021; De Ruiter et al., 2019).

However, the effect of collaboration on listening, reading and writing enjoyment, along with the other contributing factors, including control, creativity, and authenticity, have

yet to be studied in longitudinal designs to understand the patterns of their impact on learners' enjoyable experiences.

Turning now to the aims of this study, it carried out a longitudinal analysis over three semesters of secondary school students' skills-related enjoyment to provide a comprehensive description of their changes and their contributory factors over time.

The main aim of this study is to investigate the levels of enjoyment experienced by FL learners in relation to the four essential language skills: speaking, reading, listening, and writing. The study examined whether there are any differences in emotional experiences across these skills at three different timescales. This differentiation is vital as it will allow us to analyse the enjoyment levels for each skill separately, thereby enabling us to understand their patterns better and define and operationalise skill-specific enjoyment more effectively. Furthermore, this study explored how the enjoyment of skill-related activities varies within and among FL learners over time based on their initial levels and rates of change.

The purpose of this research was to examine how four factors - collaboration, control, creativity, and authenticity - influence the enjoyment of four skills at both intra- and inter-learner levels. These factors have been discussed when it comes to their impact on enjoyment from both empirical and theoretical perspectives. By studying the effects of each factor separately, we can determine how each contributes to predicting the level of enjoyment a learner will experience in developing a particular skill.

To this end, based on the main aims of this study and the gap in the literature, the following research questions will be addressed, and the proposed hypothesis (H) will be tested:

RQ1. Do EFL learners' enjoyment of speaking, reading, listening, and writing activities change over time?

Most of the prior literature identified speaking as the most enjoyable skill (Dewaele et al., 2018; Li et al., 2018; MacIntyre & Dewaele, 2014). Thus, the following hypotheses were formulated:

H1: Speaking enjoyment of the EFL learners will be higher than reading, listening, and writing enjoyment at Time 1 (T1).

H2: Speaking enjoyment of the EFL learners will be higher than reading, listening, and writing enjoyment at Time 2 (T2).

H3: Speaking enjoyment of the EFL learners will be higher than reading, listening, and writing enjoyment at Time 3 (T3).

RQ2. To what extent does the EFL learners' enjoyment of speaking, reading, listening, and writing change over time?

RQ2. a. To what extent does the EFL learners' enjoyment of speaking, reading, listening, and writing change over time at the group level?

We know that learners' emotions change over time. Several longitudinal studies have demonstrated that FL learners' enjoyment fluctuated over time during speaking activities (Boudreau et al., 2018; Chen, 2023; Dao & Sato, 2021; De Ruiter et al., 2019; Pan & Zhang, 2021; Saito et al., 2018). However, the growth of the FL learners' enjoyment of listening, reading and writing enjoyment still needs to be explored. The study aimed to test if skills-related enjoyment demonstrated similar trends.

H4: The levels of speaking enjoyment experienced by the EFL learners will fluctuate over time at the group level.

H5: The levels of reading enjoyment experienced by the EFL learners will fluctuate over time at the group level.

H6: The levels of listening enjoyment experienced by the EFL learners will fluctuate over time at the group level.

H7: The levels of writing enjoyment experienced by the EFL learners will fluctuate over time at the group level.

RQ2. b. To what extent does the enjoyment of speaking, reading, listening, and writing change within EFL learners over time?

This question draws on intra-learners' variability, one of the critical aspects of the CDST (van Dijk, Verspoor & Lowie, 2011). Referring to this concept, the growth in enjoyment will vary within a learner over time. The evidence in the past literature proved the intra-learner fluctuation in FLE during speaking activities (Boudreau et al., 2018; Chen, 2023; Dao & Sato, 2021; De Ruiter et al., 2019; Pan & Zhang, 2021). In the case of the other skills, it is challenging to hypothesise the pattern of change directly, whether there will be an increase, stability or a decrease over time due to the scarce evidence in their research, apart from one exception of Elahi Shirvan et al. (2018) study that reported the fluctuation of FLE during writing, reading and listening activities. However, based on the variability concept and existing evidence, the following hypotheses were formulated:

H8: The levels of speaking enjoyment will vary within the EFL learners over time.

H9: The levels of reading enjoyment will vary within the EFL learners over time.

H10: The levels of listening enjoyment will vary within the EFL learners over time.

H11: The levels of writing enjoyment will vary within the EFL learners over time.

RQ2. c. To what extent does the enjoyment of speaking, reading, listening, and writing change among EFL learners over time?

This question examines inter-learner variability. It means that although there will be general patterns in learners' enjoyment, no two learners will develop similarly (Verspoor, 2015). Some of the previous longitudinal studies demonstrated the intra-learner variability in the initial levels of enjoyment in addition to the fact that not all learners evolved by following the groups' average trajectories (Elahi Shirvan et al., 2020, 2021a, b; Kruk et al., 2022). Thus,

to examine the intra-learner variation at various time points and rate of change of the skills-based enjoyment over time, the following hypotheses were formulated:

H12: There will be differences in the EFL learners' enjoyment of speaking in the intercepts and slopes.

H13: There will be differences in the EFL learners' reading enjoyment in the intercepts and slopes.

H14: There will be differences in the EFL learners' listening enjoyment in the intercepts and slopes.

H15: There will be differences in the EFL learners' writing enjoyment in the intercepts and slopes.

RQ3. To what extent do the skills-related factors contribute to the enjoyment of the EFL learners over time?

Several factors interact at different levels, shaping learners' emotions over time (Hiver & Al-Hoorie, 2016). Thus, exploring several individual and contextual factors is vital to understanding the dynamic nature of the change in learners' skills-based enjoyment (i.e., increase, decrease, stability and variances). According to the literature, collaboration, control, creativity, and authenticity are the key factors related to enjoying speaking (Boudreau et al., 2018; Chen, 2023; Dao & Sato, 2021; De Ruiter et al., 2019; Dewaele et al., 2018; Pan & Zhang, 2021; Saito et al., 2018; Piniel & Albert, 2018) and the other skills, such as reading, listening and writing (Elahi Shirvan et al., 2018; Dewaele et al., 2018; Piniel & Albert, 2018). The previous studies reported these factors positively influencing the learners' enjoyment of the activities. Three studies have investigated collaboration in individual-peer and teacher-student interactions during speaking activities (Chen, 2023; De Ruiter et al., 2019; Dao & Sato, 2021). These studies reported the positive contribution of collaboration to higher speaking enjoyment. The other three factors were highlighted in the previous studies as

significant elements influencing FLE, yet not examined explicitly (Chen, 2023; Dewaele & MacIntyre, 2014; Dewaele et al., 2018; Elahi Shirvan et al., 2018; 2021, a, b Kurk et al., 2022; Li et al., 2018; Piniel & Albert, 2018).

Therefore, the activities perceived by FL learners as collaborative, providing a degree of control over the activity, allowing creativity, and engaging in authentic real-life situations will contribute positively to the enjoyment of the skill-based activities. As they might interact and affect skills-based enjoyment, it is crucial to examine them together to unravel their impacts and identify each factor's contribution to the variations within and between the learners over time. Furthermore, the variations (i.e., increase, decrease, stability) within and between the students over time can be likely attributed to these time-varying factors (i.e., collaboration, control, creativity and authenticity). Therefore, it is necessary to examine the factors' effects within and between the learners' variations.

RQ3. a. To what extent do the skills-related factors contribute to the differences in EFL learners' enjoyment over time?

RQ3. b. To what extent do the skills-related factors contribute to the differences between the EFL learners' enjoyment over time?

Based on the previous explanations, the following hypotheses were formulated:

H16: Speaking enjoyment of the EFL learners will be predicted by collaboration, control, creativity, and authenticity within and between learners over time.

H17: The enjoyment of reading for EFL learners will be predicted by collaboration, control, creativity, and authenticity within and between learners over time.

H18: Listening enjoyment of the EFL learners will be predicted by collaboration, control, creativity, and authenticity within and between learners over time.

H19: The enjoyment of the EFL learners will be predicted by collaboration, control, creativity, and authenticity within and between learners over time.

RQ4. What factors influence the student's enjoyment of the skill-based activities in the FL classes?

Conclusion

This chapter presented the theoretical frameworks from PP, educational psychology, and SLA that have influenced this study. It provided various perspectives on learners' enjoyment in the FL learning context, focusing on how it is manifested in FL classrooms through skills-based activities, their dynamics, sources, and the types of behaviours associated with them. The chapter also presented several studies that discuss the dynamic relationships and interactions among several variables over time, highlighting that some of these variables have a more powerful impact on learners' FLE levels than others.

The chapter presented the categorisation of positive factors based on the existing literature and conceptualised them within a unique theoretical perspective. Additionally, the chapter discussed the methodological approaches of various studies that have varied in their analysis. It also highlighted the gaps in the literature and formulated the research aims, specific objectives, and research questions accordingly.

Chapter 3

Methodology

Introduction

This chapter outlines the research design and methodological approaches to address the research questions. The main aims of the study are, first, to investigate the differences in the levels of EFL learners' enjoyment of speaking, reading, listening, and writing activities in each semester during one academic year. Second, it measures how the enjoyment of the skill-based activities changes over time at the group and individual levels. To be more specific, the individual initial levels of enjoyment, along with their trajectories over time, are explored. Third, it explores what factors contribute to variation in enjoyment within and among FL learners to identify which quality is a stronger predictor of each skill's enjoyment.

A longitudinal, mixed-methods approach is used (Creswell & Clark, 2018; Creswell & Creswell, 2018). Quantitative data were collected using a repeated questionnaire focused on the students' enjoyment of various skill-based activities as well as aspects that were expected to contribute to the enjoyment of the four skills. Moreover, the questionnaire included an open-ended question asking the students about the enjoyable activities in the classroom. After conducting a pilot study on twenty students, the final version of the questionnaire was implemented. Classroom observations followed by stimulated recall interviews were also conducted. After collecting the data for the third time, semi-structured interviews were carried out.

This section starts with the research design, sample recruitment, and researched variables in the study. Following that, it describes the instruments used for data collection and data analysis processes. A discussion of the piloting and ethical procedures follows it. The chapter then provides an overview of the analysis of the quantitative and qualitative data. It

discusses the importance of the analysis and how it contributes to the overall goals of the study. Information about the preparation of the data for later analysis is provided in this section.

Research Design

The present study implemented a longitudinal mixed-method design to collect, analyse and integrate both quantitative and qualitative data within the quantitative survey research design (Creswell & Clark, 2018) to address the research questions. The survey design adopted in this study is based on a prospective longitudinal design. Thus, the data was collected from the same participants at different points in time to enable comparison of participants' data and measurements of variable changes and provide descriptions of changing patterns and explanations of causality relations (Dörnyei, 2007).

This survey design is mainly chosen because it helps describe the characteristics of a population by studying a sample of that group (Dörnyei, 2007). It offers a quantitative explanation of the attitudes, opinions, interests and beliefs of individuals and examines relationships among variables of a sample of a population (Dörnyei, 2007; Creswell & Clark, 2018). Additionally, surveys can provide behavioural data to explore participants' past experiences in terms of their actions, qualities, habits, and emotions (Dörnyei & Dewaele, 2023). Also, it is economical, a fast means of collecting data in a short time, and offers more generalisation (Dörnyei & Dewaele, 2023). However, due to the short durations that respondents take to provide answers, their literacy problems or bias of their social desirability, this approach has some issues in capturing the complexities of phenomena or obtaining a detailed understanding of the investigation (Dörnyei, 2007). Thus, a mixed-method design comprising multiple data collection methods was adopted.

Recently, Creswell and Clark (2018) identified three core mixed-method designs. First, the exploratory sequential design begins with qualitative data collection. Second, the convergent design involves collecting quantitative and qualitative data simultaneously during the experiment as separate procedures. Third, the explanatory sequential design begins with collecting and analysing quantitative data and then qualitative data (Creswell & Clark, 2018).

The present study adopted the convergent mixed-method design in which the quantitative and qualitative data were collected in parallel, analysed separately, and then combined to compare the results. Since the study is longitudinal, the data were collected on three different occasions. At each time, a single-phase approach was employed to obtain both data. At T1, the questionnaire was implemented to collect the quantitative data via the closed items, and the open-ended questions were administered to obtain the qualitative data. In addition, two classroom observations were conducted, followed by two stimulated recall interviews, throughout the first and second semesters of the academic year. At T2, the same questionnaire was distributed, and five SRIs followed four classroom observations. During T3, the same questionnaire was administered again, along with ten semi-structured interviews.

It is important to highlight that the participants who were observed during the lessons and took part in the qualitative portion of the study, which included SSIs and SRIs, were selected from the overall sample of survey respondents (further details are provided in the sample section). Another important point is that the aim of collecting the quantitative data through three repeated surveys during the academic year was to track the students' skills-based activities enjoyment and identify the contributing factors influencing them. On the other hand, the qualitative tools were used to monitor the students' enjoyment of skills-based activities across different groups of students at various time points, but the aim was not to track individual changes longitudinally. Instead, the focus was on capturing diverse,

enjoyable experiences within the larger sample and understanding the contextual factors influencing their enjoyment in relation to the skills-based activities over time.

Thus, this approach allowed for gathering various types of information associated with the same concepts (i.e., learners' enjoyment) by means of quantitative measures on surveys as well as qualitative in-depth insights from the participants (Creswell & Clark, 2018). This approach allowed us to gain a comprehensive understanding of the dynamic nature of learners' enjoyable experiences regarding skills-based activities throughout the academic year. This methodological choice enabled a more detailed analysis of how contextual factors and enjoyable responses interact, leading to a richer interpretation of the study findings. The data collected via both methods were then integrated for the final analysis.

Moreover, the survey was administered within the same academic year to avoid attrition of the participants, which is usually associated with long-term panel studies (Dörnyei, 2007). Thus, the survey was conducted online three times at the end of each semester throughout 2021/2022 immediately after the schools reopened following COVID-19.

To answer the first, second, and third research questions, the quantitative data collection tool, which involved three repeated surveys, was triangulated with four qualitative data instruments (open-ended questions, classroom observations, stimulated-recall interviews and semi-structured interviews). By contrast, the fourth research question was answered based only on the qualitative datasets. Incorporating multiple data sources into the analysis was not expected to lead to the same findings and conclusions (Friedman, 2023). The researcher expected that participants would provide contradictory responses to events, phenomena, or results that did not correspond with the researcher's observations. The

disparities can, therefore, be viewed as evidence of the diversity of human experiences (Friedman, 2023).

Therefore, the justification for using this design was to provide a comprehensive understanding of the EFL learners' enjoyment of the skills-based activities and which factors contributed to them. Pekrun (2006) claimed that the benefit of using multiple approaches in emotion studies is that the quantitative approach is required to test the hypotheses and effects of variables on emotions. At the same time, the qualitative methodology allows more profound insights into exploring and describing emotional experiences from participants' perspectives and generating assumptions.

Instruments

The following instruments were used to collect the quantitative and qualitative data.

Questionnaire. The quantitative data were collected through multi-part repeated surveys via the Google Forms platform (Appendix A). The students were presented with descriptions of the study's aims, followed by their consent to participate in the study.

In the first part of the questionnaire, the students were asked to provide their initials to preserve their anonymity. Following that, information about students' background and their English language history was obtained by responding to some questions (Appendix A). The first and second parts of the questionnaire used a 5-point Likert scale ranging from 1 (not at all) to 5 (extreme). In part three, students rated a list of ten skill-based activities on how much enjoyment they induced in classrooms. As the activities were adopted from their English language textbooks, the students were supposed to have done most of them in their English language classes at school. However, a brief description of each activity, similar to what is mentioned in their textbooks, was provided to ensure that the students had a clear understanding of the activity they were rating. For example, the item "I enjoy reading to compare the stories" was followed by "(i.e., where you read two stories to find the

similarities and differences between them)” (see Appendix A). Additionally, an option of 'not applicable' was added to avoid collecting any incorrect responses if the participants did not perform the activity or recognise it.

The second part aimed to determine what factors of activities predicted enjoyment. The students rated the same list of activities to identify the predictors of the emotions based on the four factors reviewed in the literature: 1) collaboration, 2) control, 3) creativity, and 4) authenticity. They were asked: ‘How much group or pair work was involved in this activity?’, ‘How much control do you have?’, ‘How creative can you be?’ and ‘How much authentic communication does it involve?’ (Appendix A).

Finally, the students responded to one open-ended question about the episodes of enjoyable experiences in language classes associated with classroom activities. This question is inspired by the question asked in Dewaele and Macintyre's (2014) study. The questions explicitly focused on classroom activities related to the enjoyable experiences and moments in the classrooms. They were asked to describe one specific event in their FL class when they were enjoying themselves. These questions will strengthen the quantitative data and identify recurring themes (Creswell & Clark, 2018).

Selection of Classroom Activities. The questionnaire design required choosing a particular number of classroom activities to measure learners' levels of enjoyment associated with them. This section explains the criteria for selecting the activities and their characteristics.

The present study examined learners' self-reporting of FL class enjoyable experiences each semester when they performed specific language activities. They were chosen to stand for each of the four language skills.

Another reason was to characterise the four factors of the classroom activities (collaboration, control, creativity, and authenticity) that the literature has linked to high enjoyment (Chen, 2023; Dao & Sato, 2021; De Ruiter et al., 2019; Pan & Zhang, 2021; Saito et al., 2018; Zhang et al., 2022; Zheng & Zhou, 2022). That is, each is represented by multiple activities. Investigating many activities with different structures under similar categories and skills could enable us to identify their positive qualities and their impacts on enjoyment from students' perspectives.

Two important points were taken into consideration when coding the activities. First, although these characteristics can be considered as endpoints on a continuum, the activities were categorised based on the more prominent features. Thus, rather than considering an activity as strictly high control or low control, an activity was considered as more or less likely to provide opportunities for control. Second, the four factors can overlap as they are not entirely unrelated to each other. However, the independent categorisation of the activities could help in generalisations based on the factors and disentangling their unique association with enjoyment. Table 1 presents an overview of the selected activities and their characteristics.

Table 1

Activities Characteristics

Skills	Activities	Collaboration	Control	Creativity	Authenticity
Speaking	1. Group presentation	High	High	High	High
	2. Individual presentation	Low	High	High	High
	3. Photo description	High	High	High	High
	4. Small-group discussion	High	High	High	High
Reading	5. Read and compare the stories	High	High	Low	High

	6. Read and answer questions	Low	Low	Low	High
Listening	7. Listen and complete the chart	Low	Low	Low	High
	8. Listen and discuss	High	Low	High	High
Writing	9. Writing a story	Low	High	High	High
	10. Writing a summary	Low	Low	High	Low

Classroom Observations. Classroom observation is adopted in this study as a data collection method for its many attractive features, as noted by Heigham and Croker (2009). First, it can examine what is happening in a language learning setting and observe language learners' behaviours. Second, classroom observation can be an effective way to triangulate the data and offer further in-depth supportive evidence for the study. Thus, classroom observation can be helpful in identifying and characterising learning and teaching conditions. Such examination is effective and valuable since it involves personally experiencing the research setting: 'The sights and sounds, the smells, even the temperature of a place will leave a visceral impression on the researcher long after she leaves' (Heigham & Croker, 2009. p. 168). By observing the classroom interactions, more complex situations can become more comprehensible. Such data could provide an in-depth understanding of learners' feelings by watching their behaviours during task performance.

Classroom observation was used in this study to identify, firstly, the external factors that affected learners' enjoyment when they performed the classroom activities, which helped explain the quantitative data results, and secondly, to observe the learners' performance, behaviours and communication in the classroom. Such descriptive types of data conveyed what happened naturally in classrooms (Loewen et al., 2023), which was one of the aims of this study, namely to determine what procedures and activities were enjoyable in classrooms.

The overall aim of the observations was to gain insight into the effectiveness of classroom activities and to determine factors that contributed to students' enjoyment of the skills.

The observation conducted in this study yielded checklists of learners' behaviours and classroom activities' qualities, as well as audio recordings and detailed field notes by the researcher. Although using existing coding systems has the advantage of providing a standardised coding system that allows for easier comparison among multiple contexts (Loewen et al., 2023), this study did not follow a particular coding instrument. This is because using a coding system may impose outsider views on the classroom that may not align with the teacher and students in the classroom. Despite the researcher's familiarity with the Saudi context, recent changes in classroom settings and communication imposed by COVID-19 could have affected teaching practices. Therefore, an observation sheet with nine main dimensions was developed and used in the observed lessons rather than creating a specific coding instrument.

An observation sheet was designed to organise what to take notes of during the classroom interactions. It included checklists to frame data collection practices that assist in obtaining systematic observation. The study adopted some of Spradley's (1980) nine dimensions suggested for observers. They were implemented to match the study's aims. Thus, the observation sheet incorporated four primary dimensions with an initial section asking about date and time, class and level, goals and materials. The first column in the table was allocated for teaching activities. Then, classroom activities with sub-columns for activity names and types of interaction. The remaining parts of the table implemented two checklists and comments columns. The first checklist column was designed to observe aspects related to a particular student and the whole class during activity performance, including behaviours, feelings, and communication. The final section was designed to record information about the activities, such as content, modality, goals and several qualities (Appendix B).

Detailed field notes were also taken during or immediately after the observation (Copland, 2018; Friedman, 2023). Various aspects were noted, including teacher activities, student enjoyment, classroom activities and the overall classroom atmosphere. The teachers were observed, and their activities were recorded in observation sheets. The researcher wrote comments based on the teachers' instructions, behaviours, and practices before, during, and after the classroom activities, such as warming up, pre-, during, or post-activities. The teacher's behaviours, feedback, attitudes, and communication with the students were also noted. The teachers were informed that the aim of the observations was not to assess their teaching approaches. This was done to ensure that teachers acted as usual in their classes and did not consider it an evaluation of their teaching practices.

Notes were taken about students' emotional experiences during the classroom activities. This included making notes on their participation (e.g., active, passive), body language (e.g., movements, postures, hand gestures, facial expressions, eye movements), interaction with teachers and peers, and individual work. Their overall actions, such as leaving the class, and their reactions to teacher instructions and class activities, such as asking questions, were also noted (See Appendix B for further details).

The classroom activities implemented in each class were also observed, and notes were made on the skills involved (speaking, reading, listening, writing), ways of communication (group, individual), and the four factors examined in the research questions: collaboration, control, creativity, and authenticity. The comments section allowed the researcher to note other factors related to the activities observed in the lessons (Appendix B).

In addition to observation sheets, the researcher used audio recorders. Audio recordings had the benefit of allowing the researcher to review the observed classroom interaction multiple times (Loewen et al., 2023). Audio recordings can provide a more comprehensive and less intrusive account than field notes, mainly when video recording is

difficult (Friedman, 2023). In this research, recordings were especially important as they provided an inclusive record of teacher-student interactions, instructional strategies, and learning processes, enabling the identification of different aspects of external factors in the classroom in greater depth. The audio recordings captured the precise words said by the teacher and students, reducing the potential for biases that can occur when taking field notes. These included teacher instructions, feedback, appraisals, communication styles, spontaneous interactions, student questions, and interactional dynamics that were not easily apparent from field notes alone. The non-verbal prompts, including laughter, pauses and tone of voice, contributed to understanding the context of the interaction between the students and teachers in the classrooms. Moreover, the audio recordings captured the flow of the classroom activities, such as shifting from the stage of instructions, student engagement and performance level, and lesson pacing. These factors are known to influence learners' enjoyment of the skills taught in the classes.

During the classroom observations, the entire class was observed, as well as specific students, who were to conduct SRIs (see SRIs section) immediately after the sessions. The classes selected for observation were solely determined by the teachers' agreement and permission. The researcher did not determine the number or nature of activities to be observed, as they were based only on what the teachers were teaching in the lessons that the researcher was allowed to attend. The observations were carried out in the first and second semesters to ensure in-depth and rich data on what was happening in the classroom in the longer term. Observing the classes only once would have provided only snap shots. Field notes were taken during or immediately after the observation, and qualitative analysis was done based on both the field notes and transcriptions of the audio recordings (see data analysis section).

Stimulated Recall Interviews. A stimulated recall interview is used as an introspective research method to evaluate cognitive processes resulting from participants' actions and behaviours by calling participants to recollect memories (Gass & Mackey, 2016). This approach allows more profound insights into particular situations from participants' perspectives, personal reflections, and explanations (Gass & Mackey, 2016). The strategy helps to obtain qualitative data in which the participants are asked to recall thoughts about a task or an event they participate in or perform. In the recall interviews sessions, participants can be provided with a stimulus that was present during the task to stimulate their memories vividly. The cues can be multimedia sources related to activities, such as audio or video recordings, photographs and written text (Ryan & Gass, 2012).

It is an effective instrument when employed immediately after a specific incident, so providing answers would be based on more than just memory retrieval (Gass & Mackey, 2016). Therefore, the stimulated recall interviews were conducted immediately after the classes in this study. The aim was to ensure that the response directly recalls the events rather than a reflection and a collection of other relevant experiences (Slough, 2001). However, as this tool reports on participants' thinking rather than their actual behaviour (Plaut, 2006), this study triangulated the obtained data with other tools such as field notes observation, interviews, and participants' written or spoken samples (Bryfonski, 2023; Slough, 2001).

The aim of employing this tool in this study was to assess the participants' emotions during activity performance in the classroom. To achieve this goal, students were observed during their participation in classroom activities (see the procedures section). Following this procedure, stimulated recall interviews with the observed participants were conducted to describe their emotions before, during and after activity performance. Gass and Mackey (2016) suggested that the stimulus should be robust. Thus, the participants' written or spoken sample tasks were presented as cues to help them recall their memories of the specific events.

Each stimulated recall interview in this study was accompanied by field notes observation and audio recorded file (see Appendix C).

An SRI sheet with clear instructions was created to ensure consistency across the students (Loewen et al., 2023) (Appendix C). The stimulus was the audio taken from the audio recording lessons and samples of the specific episode where the teacher provided the student with the activity's instructions. In addition, the written answers to listening, reading, and writing activities were used during the SRIs. Then, the students were asked questions about the specific classroom activities they performed. For example, 'At that moment, what were your feelings before doing this activity? Why?'. They were also asked general questions about the rest of the class, such as: 'Did you enjoy today's class? Why?'. They were also asked some follow-up questions when necessary to elaborate their answers further (Appendix C).

When evaluating the benefits and drawbacks of the language that students should use in SRIs, factors such as the context, proficiency levels, and preferences of the students were taken into account (Gass & Mackey, 2016; Loewen et al., 2023). To provide a more comprehensive and detailed description of their emotional experiences and viewpoints, students were encouraged to use their first language (Arabic) during the introspection process, considering their context and proficiency levels.

Semi-structured Interviews. Interviews can provide comprehensive feedback about participants' attitudes, opinions and feelings (Fontana & Frey, 2005). The interviews in a mixed-method approach can help to enrich the quantitative data addressing the research questions. Hence, semi-structured interviews were employed for two purposes. First, they were implemented as a follow-up to explore learners' individual experiences in terms of enjoyment of skills-based activities and factors contributing to them. Second, they helped to explain the essential aspects of and variations in the outcomes.

A set of questions was prepared as a starting point, such as: ‘What aspects of the English class do you find enjoyable? Why?’, ‘Can you tell me about specific events in the English class that you truly enjoyed? Describe your feelings at that time?’, ‘In your opinion, what are the characteristics of an enjoyable class?’, ‘In general, do you enjoy English classes? Why/ not?’, ‘Are there particular types of activities that you enjoy more? If so, why?’, and ‘In your opinion, what are the characteristics of enjoyable activity? Are some features more effective than others?’ (see Appendix D).

Furthermore, employing semi-structured interviews allowed the researcher to ask further questions that emerged during the interviews (Mackey & Gass, 2015). In addition to the pre-prepared questions, some questions deviated from them in order to maintain an interesting discussion and to ask individualised questions about the students' emotional experiences. This kind of interview was preferred for this study due to its flexibility in helping the students raise questions that might be important to them, and that the researcher was not expecting. Students were allowed to speak more freely during the interviews as the interview was intended to explore their enjoyment of skills-based activities. As a result of giving feedback and making their responses relevant, the researcher was able to stimulate reflection and encourage further discussion (Friedman, 2023).

In the questionnaire, students were asked to provide their contact information if they were willing to take part in a follow-up interview. Forty students agreed to participate in the interviews. After filling out the third survey, these students were contacted via email to schedule interview dates. They were approached prior to the end of the third semester. Out of those who were contacted, ten students were available and responded to the call to participate. The interviews were administered online, lasting for 40 to 60 minutes. They were conducted in their first language (L1) (i.e., Arabic). This is because by using their L1, students were more willing to communicate honestly and express their feelings without

English proficiency constraints, which, according to Mackey and Gass (2015), might affect interview data validity.

It is important to note that the qualitative data reflects the views of the volunteers rather than the whole cohort, which may have introduced selection bias. However, the use of multiple data collection methods and the inclusion of a significant portion of the cohort in the study (160 responses to the open-ended question) enhances the richness of the qualitative data collected.

Piloting the Instruments

The research instruments were translated into Arabic, which is the first language of the students. The translation was done by the researcher, who is an Arabic speaker and an experienced English teacher. A bilingual English teacher, who is fluent in both Arabic and English, then reviewed and revised the translated instruments.

Following that, the instruments were all piloted before being employed to ensure a successful research design (Opie, 2019) and to enhance the format, instructions and questions. Moreover, it was essential to verify the time needed to complete the instruments, identify possible issues that might lead to participants' withdrawal and ensure that the correct data was collected without problems (Creswell & Creswell, 2018).

The students' questionnaire was piloted in two phases to receive feedback on whether it met the study goals and was well-designed in terms of content and structure (Dörnyei, 2010). The initial piloting was conducted by three expert English language teachers who checked the classroom activities, the factor and the wordings of the statements in the entire questionnaire.

During the second phase, the questionnaire was administered to participants who were the target sample of the study. The intention was to determine whether the ten activities were recognised and whether the participants clearly understood the provided explanations. Thus,

any frequently scored activity that was not applicable would be excluded. Although the ten classroom activities were adopted from students' coursebooks, brief explanations were provided for each one. Thus, the aim was to avoid any misunderstanding of the activities' names and definitions, allowing further modifications. Also, an option of “not applicable” was included in the survey. This was helpful in obtaining more accurate results in terms of students' emotions, as it could be assumed that even if those activities were included in the curriculum, the students might have yet to have an opportunity to perform them. In this case, excluding those activities that are repeatedly scored as “not applicable” was an option to consider before the main study. Even though the number of participants who did not recognise some classroom activities was minimal, the participants were asked whether they encountered difficulties understanding activities clarifications. Thus, no activities were excluded, yet some improvements were made to ensure that explanations were clear. Table 2 presents the number of participants who needed to recognise the specific activities.

Forty participants were contacted by their teachers via email to participate in the survey, and twenty responded. It was undertaken over a month from June to July 2021.

Table 2

Statistics of the Number of Participants Unfamiliar with Classroom Activities

Activities	Number of participants
Group Presentation	2
Individual presentation	0
Photo description	2
Small group discussion	0
Reading comprehension	0
Read to Compare	0
Listen to complete	0
Listen to discuss	0
Writing story	1
Writing summary	1

Within the questionnaire, a comment box was included, allowing participants to provide their comments to any section generally. As a result, minor changes have been implemented to clarify that the items of the questionnaire related specifically to the current year rather than the previous year of study. In addition, based on the participants' comments and responses to the open-ended section, four questions were substituted by a single question. Thus, instead of asking the participants about their enjoyment of the specific classroom activities and qualities, they were only asked about their emotional experiences regarding classroom activities. This amendment was implemented to enable the breadth and depth of the target constructs without overwhelming the participants with the length of the questionnaire.

A classroom observation sheet was also piloted. This was done by observing one classroom before starting the primary data collection process. Observing a lesson helped in identifying the center of attention and the points to focus on for the subsequent observations as the pilot observation directed the following ones.

The interview questions were also piloted by asking an expert in the qualitative research domain to check if the wording was clear and familiar, had no technical terms, and was not double-barreled. Moreover, as the study framework concerned learner emotions, the questions were reworded to ask about what participants feel rather than what they think. Furthermore, the questions were reviewed by two expert English language teachers whose first language is Arabic.

Data Collection Procedures

Course Background

The EFL curriculum in Saudi Arabia is consistent across public secondary schools. All the students were enrolled in the same English classes per week and used the same syllabi

and textbook. The English course is scheduled into three semesters for the academic year, eight weeks long for each semester with four 45-min classes per week. Teachers are generally required to provide instructions and explanations in English, and learners' communications with teachers and classmates are often encouraged to be in English.

In the course, teachers follow the same curriculum, rules, and classroom activities, and the teaching format is identical in all classes. The standard syllabus of EFL focuses on the four language skills (i.e., writing, speaking, reading and listening) and language aspects (i.e., vocabulary, structures and functions). The course presents unit themes in an authentic communicative context (e.g., group discussion), encourages high-control activities such as writing (e.g., a free writing activity based around a personal photograph), vocabulary (e.g., brainstorming as many words as possible and phrases related to a picture), grammar (e.g., write complete sentences), speaking (e.g., role play). These activities promote high-creative answers as they will vary based on the students' own opinions, experiences and ideas. However, each unit of the course follows a regular pattern focused on low-control tasks such as vocabulary, grammar, listening and reading comprehension questions in the format of matching, yes/no, and short answers. Some activities can be done independently or collaboratively in pairs or small groups (e.g., listening to discuss a topic). Thus, the course integrates multiple activities that can be assigned to one or more of the four skills (speaking, listening, reading, writing), and factors (collaboration, control, creativity, authenticity) mentioned in the literature. Examining several activities implemented in the course helped identify what causes enjoyment to occur or diminish.

Participants

The present study involved a population of 164 exclusively female learners that were enrolled in a general English as an FL course in a single secondary school in Makkah, Saudi Arabia. Thus, convenient sampling was employed by selecting a school that is accessible to

the researcher (Dörnyei, 2007). This type of sampling was found to be sensible since the study's target population is EFL learners in public secondary schools in Saudi Arabia. The choice of female participants is linked to the gender-segregated nature of schools in Saudi Arabia. It also facilitated the researcher's access to the school for data collection. The female EFL participants represented a typical sample in the Saudi school system. They had the required quantity and quality of FL classroom experiences to rate the specific activities. As such the findings allow a certain degree of generalisation to different contexts (Cohen et al., 2007) and allow more accurate inferences of results (Creswell & Creswell, 2018).

Choosing a sample that is representative of the target population is crucial. The sample should have been similar in terms of general qualities such as gender, age, ethnicity, educational profiles, and more detailed aspects associated with the research objectives (Dörnyei, 2007). These factors can be related to the instructions and teaching methods. This will allow us to apply the results obtained from this selected sample to the larger population. However, as Dörnyei (2007) pointed out, "In most applied linguistic research, it is unrealistic or simply not feasible to aim for perfect representativeness in the psychometric sense" (p. 98).

At the first data collection (T1), 164 students filled out the questionnaire (see Table 3). They were females whose ages ranged between 16 and 19 years old with the same first language (i.e., Arabic) background. Most of the learners had been studying general EFL courses in Saudi schools for more than five years. The student's current courses varied between first-secondary year ($n = 38$), second-secondary year ($n = 60$), and third-secondary year ($n = 65$).

The participants' proficiency levels were not tested. However, the course syllabi indicate that secondary students have an intermediate (i.e., B1) or upper-intermediate (i.e., B2) English level according to the Common European Framework of Reference for

Languages (CEFR). The students were asked about their perceived proficiency levels in English. Most rated themselves as intermediate (see Table 3).

Table 3

Descriptive Statistics of the Sample

Statistics	Value	N	%
Number of participants	T1	164	
Age	16	75	46
	17	66	40.5
	18	20	12.3
	19	2	1.2
Current course	First-secondary year	38	23.3
	Second-secondary year	60	36.8
	Third-secondary year	65	39.9
Perceived proficiency level	Beginner	22	13.5
	Low intermediate	38	23.3
	Intermediate	66	40.5
	High intermediate	28	17.2
	Advanced	9	5.5

Procedures

After the piloting stage, the ethical approval was obtained from the Research Ethics Committee at Birkbeck, University of London. A form was filled out and sent to the administration department at the Ministry of Education in Saudi Arabia, along with the research aims and instruments to obtain approval for collecting data from a public school in Makkah. On the basis of that, permission was received to conduct the study. After that, the director of the target school was contacted to visit the classes, a brief explanation of the study was given to invite students to participate. Before conducting the study, the school director was provided with the paper-format consent form and information sheet that explained the study's aims and requirements to the teachers and students. During the class visits, the researcher described enjoyment in non-technical terms and asked them to orally describe moments when they felt this emotion while learning English or performing an activity. This

discussion took only 10 to 15 minutes to stimulate students' memories of this emotion. The researcher briefly explained that to improve learning and teaching English, she would conduct a study investigating this emotion and would need their participation. Following that, the researcher invited the students to participate in the online questionnaire, which was sent to them by their teachers.

The data collected from the survey aims to explore learners' enjoyment of the ten classroom activities of the same semester. For this reason, the first online survey was accessible for one month from the end of the first semester (i.e., October to November 2021).

Two classroom observations were conducted during the researcher's first visit to the school, which were taught by two different teachers, one for grades two and the other for grades three. Teachers allocated the time and class level at their convenience. Each class had around 25 students. In addition, specific students who were to conduct SRIs were observed, one in the first session and two in the second session. Following each classroom observation, stimulated recall interviews were employed with the three participants.

After the first stage of data collection and at the end of the 2nd semester, invitations to participate in the second survey were sent to students' email addresses. The call was sent only to the participants who filled out the first questionnaire. The researcher revisited the school to encourage the students to participate in the second survey, which was open from February to March 2022. The researcher observed two classes, with 25 students per class, during the visit, both taught by one teacher for grades one and two.

Four stimulated recall interviews were done with the students, one in the first session and three in the second session. Those participants were observed while performing in-class language activities, and field notes were taken about their behaviours.

The researcher collaborated with the teachers to facilitate a voluntary process for selecting the students who participated in the SRIs. Before the observation session, the

teachers informed the students about the opportunity to interview with a visiting researcher without disclosing the specific timing of the interviews or that they were going to be observed. Accordingly, the volunteers were observed in the classes. This approach was used to minimise any potential bias or alteration of natural classroom behaviours that the awareness of being observed could cause.

It should be noted that the SRIs were conducted in the school classes or aisles in T1, which did not allow adequate time for asking more questions either because of the noise around the place or having another class start immediately afterwards. For this reason, for the second time in the data collection process, the decision was made to conduct the interviews online on the same day when the classes and participants were observed. By doing this, the students were able speak in a more relaxed and comfortable atmosphere and provided more details. The online interviews were conducted via Telegram, a popular messaging app in Saudi Arabia known for its secure and convenient platform. Table 4 presents details about the classroom observation and SRIs and their lengths in T1 and 2.

Table 4

An Overview of Classroom Observations and Stimulated Recall Interviews With the Students

	Teacher	Observed Classes	Length of the observed class	Stimulated recall interviews	Length
T1	Teacher (1)	Third year	41 mins	1 st interview	4 mins
	Teacher (2)	Second year	45 mins	2 nd interview	7 mins
				3 rd interview	5 mins
T2	Teacher (1)	Second year	45 mins	4 th interview	14 mins
				5 th interview	21 mins
				6 th interview	24 mins
	Teacher (1)	Second year	37 mins	7 th interview	22 mins

The third data collection phase began at the end of the third semester. This phase was completed online. No classroom observations were conducted in time three. The students were invited to participate in the final survey, which was available from June to July 2022. The link to the third online survey was sent through emails to the same participants who participated in the first and second surveys.

Data Analysis

This section is divided into two parts. Part one presents the quantitative data processing procedures of the student questionnaires. Then, the statistical methods of the quantitative data analysis are described. Following that, a discussion of the rationale for employing the MLM for analysing the current datasets and addressing the research questions is provided. Also, the statistical assumptions for the repeated measures ANOVA and MLM analysis are explained and tested, and their results are reported. It then outlines the approach to the data analysis and the statistical analysis techniques that were used. The second part shows the qualitative data analysis practice of the open-ended question (OEQ) obtained from the questionnaire, the classroom observations, stimulated recall interviews (SRIs), and semi-structured interviews (SSIs).

Processing the quantitative data

The first step was to secure the data in encrypted files. Three Excel sheets containing the students' responses, along with the teachers' responses, were downloaded from Google Forms.

Student Questionnaire. To clean and prepare the data for analysis, we collected responses at each point in time and translated them into English. Then, we removed duplicate responses from the datasets. The three datasets were imported into IBM SPSS Version 28 for cleaning and analysis. By using the respondent ID variable, the databases were merged into one longitudinal database. This variable captures the sequential IDs used by students over all

three semesters. Data cleansing was performed to address numerous concerns, including missing data examination, locating duplicates, recoding values, reversing values, classifying variable kinds, reliability, validity, normality, and variance as necessary for applying the multilevel model analysis. The methods are explained below in the following parts. Using IBM SPSS 28, T1 and T2 datasets were merged. The resulting file was then combined with the T3 dataset to create a complete database for each student with all data cells across all three times. This method generates yearly columns with variables for each respondent ID, and a wide data file format was necessary for initial descriptive statistics.

Categorical variables such as teacher ID, nationality, language course, known languages, number of known languages, and current course were coded into numbers. This process makes data more accessible to manage and analyse, reduces size and complexity, and allows for better aggregation and comparison of data. To perform multilevel analysis, convert wide-format data to long format. Use IBM SPSS 28's restructuring tool to create longitudinal data.

Missing Data

Types of Missing Data. In longitudinal research, it is common for respondents to drop out (Dörnyei, 2007). Knowing why dropout happens allows one to select the appropriate statistical adjustment method. There are several types of missing data, which include missing completely at random (MCAR), missing at random (MAR), and missing not at random (MNAR) (de Leeuw & Lugtig, 2014; Little & Rubin, 2019; Peng et al., 2020). Missing completely at random, or MCAR, happens when the likelihood of missing data across all observations is identical. If data are MCAR, the missingness has no relationship with the outcome or other variables. The missing instances are a subsample of all cases. Thus, there will be no bias in the analyses; the only impact of dropout is a reduction in statistical power.

Missing at Random refers to the situation in which the probability of missing data is related to other variables in the dataset. Suppose the causes for dropout are only connected to covariates and not to the study's topic. In that case, responses are Missing at Random, and relatively fundamental weighting or imputation processes can be used properly. Missing not at random (MNAR) occurs when the probability of missing data is related to both observed and unobserved variables in the study. In the case of MNAR, the missingness is deemed nonignorable, ordinary adjustment procedures are insufficient, and a specialised model for the dropout must be incorporated into the analysis to prevent bias.

It is crucial to highlight that the type of missing data can substantially affect the outcomes of statistical analysis. For example, the results of the study can be impacted by the missing random data if the type of missing data is MCAR. However, in the cases of MAR and MNAR, the link between the missing data and the variables in the datasets can affect the results. Therefore, it is essential to determine the type of missing data to assure the accuracy and dependability of the analysis result (de Leeuw & Lugtig, 2015). Moreover, selection bias can occur when participants withdraw from a longitudinal study, causing the remaining subjects to differ from the original sample. Having common traits among the participants who left the study can cause its results to be overestimated or underestimated. The dropout, even if random, can also lead to some analytical complications due to the reduced sample size and increased variance (de Leeuw & Lugtig, 2015). Therefore, the following sections provide a summary of the missingness in the current dataset.

Investigating Missing data. To identify the missing data, the scores of the four skills-based enjoyment activities, the sixteen qualities of the activities, the course, attitudes towards the FL, perceived proficiency level, and teacher were examined at both the subject and time levels. Thus, the focus was on the outcome variables, and the other variables were used as covariates or factors that explained the result. Using the missing data identification

methods commands and the "Missing Data Analyzer" tool in IBM SPSS 28, the data were analysed, including all the participants, without restricting them to those who only filled out the three questionnaires from the time one to three. This was vital to discover the data thoroughly and decide how to treat missing data in the study.

Missing Patterns by Occasions. The initial step was to inspect how many missing values there are in the variables included in the dataset. First, the number of participants from the first to the third occasions was investigated by looking at the number of present participants on each occasion, as shown in Table 5.

Table 5

A Summary of the Frequency of the Number of Valid (non-missing) Values for the Response on Each Occasion.

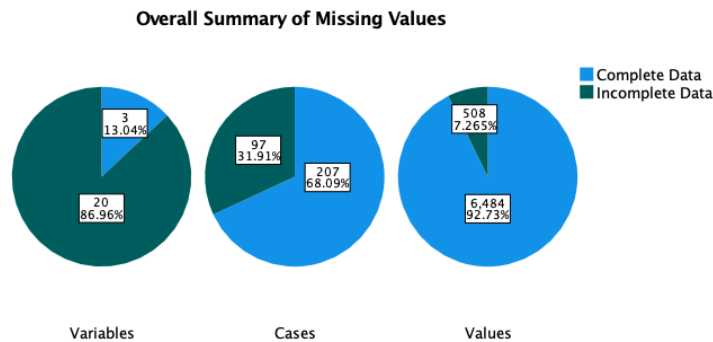
Measurement occasion	Frequency	Percent	Cumulative Percent
T1	160	52.6	52.6
T2	84	27.6	80.3
T3	60	19.7	100.0
Total	304	100.0	

The total number of students in the dataset is 160, of whom 160 (100%) were present at the baseline occasion, 84 students were available at occasion 2 (52.5%), and only 60 (37.5%) were present at occasion 3. There appears to be a dropout in the number of students, with 76 dropping out at T2 and 100 in T3. Regarding people who dropped out from the survey at T2 and T3, their scores at T1 were checked to see if they differed significantly from those who stayed in the study. The t-test analysis did not reveal any statistically significant results. Therefore, none of the collected variables was related to the dropout. There is no evidence or clear bias regarding people dropping out being notably different from those who stayed in. The dropout was completely random. The situation here is that some participants

missed out on a particular question instead of not responding at a particular time. Figure 1 shows the overall summary of the missing values.

Figure 1

Overall Summary of Missing Values



In the context of the current investigation, the missingness occurs in numerous variables. However, given that the percentages of the missing data were small, it is usually possible to assume they are MCAR without affecting the validity of the following analysis and conclusion (University of Bristol, n.d). In other words, the missing data is not biasing the sample as there is only a small amount of attrition on the data. Then, there is no need to conduct any treatment and distort the results due to the dropout. Therefore, it is safe to assume that the data is MCAR (IBM SPSS missing values 28).

Treating the missing data in MLM. Based on the above examination, the missing data in the model of interest occurred in the explanatory and outcome variables. Moreover, the data was missing due to the dropout of the participants over time. Standard methods for handling this type of missingness include listwise deletion, pairwise deletion, and regression imputation (Little & Rubin, 2019). Most research on structural equation analysis focuses on the application of maximum likelihood methods to estimate normally distributed outcomes with non-ignorable missing longitudinal data (Allison, 2003).

Linear mixed models (LMMs) are commonly used to analyse multilevel or longitudinal data. These models are often fitted using maximum likelihood and are efficient in addressing missing data as long as the missing data is completely random. This means that there is no need to conduct any prior averaging or multiple imputations to the data before analysis. Most software packages that fit such models can automatically account for missingness in the model's dependent or outcome variable. Estimates and inferences from fitting these models to the observed data are valid as long as the estimation is based on the likelihood of the observed data and the data are missing at random. Furthermore, if the modelling assumptions are met, likelihood-based approaches make the best use of the available data for estimation and inference.

This study used SPSS to run the LMMs and specified maximum likelihood estimation. As with other basic mixed model processes performing maximum likelihood or restricted maximum likelihood for linear models, the MIXED technique in SPSS requires complete data for all variables specified in an analysis, predictors, and dependents. Therefore, under the missing at random (MAR) assumptions on the missing data mechanism, mixed models can account for the missingness by dropout across numerous time points for multiple subjects, allowing for the model of relationships over time. Subsequently, the responses of participants who did not participate at time points two and three can still be included in the dataset, and their scores can be utilised in the study. SPSS will not apply listwise deletion to T2 and T3 since they no longer exist in the dataset because the data is restructured in an extended format.

However, complete data for all variables is necessary for the observed time points (Little & Rubin, 2019). The MIXED function in SPSS will only apply complete information maximum likelihood estimation if the outcome variables have missing values but will employ listwise deletion if the explanatory variables contain missing values. However, because the

dataset is arranged in the time-level format, only some of the complete responses for T1, 2, and 3 of a specific participant will be deleted. Only the participant's record is deleted at the particular time that the missing data exists. This is one of the advantages of using longitudinal MLM.

Reliability of Classroom Activities' Scales

As described in the methodology section, the ten classroom activities were chosen because they are either often utilised in FL classes in Saudi schools or have been the subject of previous reviews in the literature on emotions. However, we decided to analyse specific enjoyment of the ten classroom activities as discrete outcome factors. Moreover, including the whole list would add unnecessary complexity without adding value and be more confusing than exhaustive. Thus, it was necessary to minimise the number of activities into fewer categories, which aimed at simplifying the analysis and making it easier to interpret the results. Additionally, the activities were assigned to the four skill-based categories so that it becomes more feasible to address the skills that each activity was designed to target.

Moreover, having fewer outcome variables facilitates the interpretations of the results in the context of the proposed research questions. In light of these considerations, the ten classroom activities in this study were classified into one of four groups. The ten activities included in this study's analysis were chosen in accordance with a set of predetermined criteria. The first step is to classify the chosen activities into one of the four skill sets: speaking, reading, listening, and writing. Second, each theme contains solely skills-specific activities.

Accordingly, a separate scale was created for each skill-specific enjoyment, including the items representing enjoyment of each classroom activity (Table 6). Each item was rated on a five-point Likert scale, from 1 (not at all), 2 (little), 3 (moderate), 4 (a lot), 5 (extreme).

Speaking-related enjoyment comprises 'I enjoy group presentations', 'I enjoy individual presentations', 'I enjoy photo description', and 'I enjoy small-group discussion'.

Table 6

The Four Scales of Skills-based Enjoyment

Variables	Activities	Number
Speaking enjoyment	I enjoy group presentation.	4
	I enjoy individual presentation.	
	I enjoy photo description.	
	I enjoy small-group discussion.	
Reading enjoyment	I enjoy reading to compare stories.	2
	I enjoy reading to answer questions.	
Listening enjoyment	I enjoy listening to complete a chart.	2
	I enjoy listening to discuss a topic.	
Writing enjoyment	I enjoy writing a story.	2
	I enjoy writing a summary.	

Reliability was calculated for the four items using Cronbach's alpha, which revealed sufficient reliability at T1 (Cronbach $\alpha = .643$, $N = 4$), and border-line acceptable values at Times 2 (Cronbach $\alpha = .535$) and T3 (Cronbach $\alpha = .503$) (Dörnyei & Dewaele, 2023). The scale of reading-related enjoyment contains two items 'I enjoy reading to compare stories' and 'I enjoy reading to answer questions', showing a questionable level of internal consistency as determined by a Cronbach's alpha of 0.678, 0.362, and .637 in T1 to 3 respectively. The two items 'I enjoy listening to complete the chart and' 'I enjoy listening to discuss the topic' were used to measure listening-related enjoyment, which revealed an acceptable level of internal consistency in T1 and 2 (Cronbach $\alpha = .678$, and .563), but a low level at T2 (Cronbach $\alpha = .210$). The two items 'I enjoy writing a story' and 'I enjoy writing a summary' were summed up to form the scale of writing-related enjoyment (Cronbach $\alpha = .603$, .416, .597) as revealed in Table 7.

Table 7

*Internal Consistency of Enjoyment of the Four Skill-Based Activities at T1, T2, and T3
(Cronbach's Alpha)*

Scales	T1	T2	T3
Speaking enjoyment	.643	.535	.503
Reading enjoyment	.678	.362	.637
Listening enjoyment	.675	.210	.563
Writing enjoyment	.603	.416	.597

In this study, I propose that the low values of Cronbach's alpha observed at T2 may be the result of methodological issues rather than indicating the poor reliability of the measured constructs themselves. It is important to note that the decrease in Cronbach's alpha can be attributed to various factors like missing data, changes in the sample composition over time, or other methodological considerations that are specific to longitudinal research. Therefore, it was essential to thoroughly examine the underlying methodological factors before hastily misinterpreting the low alpha values at T2 as indicative of poor reliability. While these values warrant careful consideration, a thorough examination can help to avoid misinterpretation. As such, this section provides potential explanations for the low and unstable alpha values and outlines why the reading and listening enjoyment scales, despite the low α values, were used in the analysis.

Table 7 shows that the values of Cronbach's alpha for reading enjoyment and listening enjoyment are $\alpha = .362$ and $\alpha = .210$, respectively, at T2. Although this indicates that the items in the scales are weakly related to each other during this period, both scales display acceptable scores in T1 and T3. Therefore, since the α values were only low at T2, they should be interpreted cautiously, as they do not necessarily indicate poor measurement quality.

The interpretation of Cronbach's alpha should depend on the criteria used to determine whether the value is acceptable. Although, generally, a value of .7 or higher indicates good internal consistency (Nunnally, 1978), it is essential to note that the original argument made in Nunnally's (1978) work was more detailed than what is commonly understood. Nunnally (1978) emphasised that the minimum acceptable level of alpha for a test result is dependent on the criticality of the decision made based on it. Therefore, there is no universally accepted cut-off point of 0.7, as suggested by Lance et al. (2006). The required level of α can vary based on the subject of study and the specific research question. The accepted values are defined by decisions based on the scale values (Schrepp, 2020). As Cortina (1993) notes, "those who make decisions about the adequacy of a scale based on nothing more than the level of α are missing the point of empirically estimating reliability" (p. 101). The primary focus of this study is to assess the overall trends of skills-related enjoyment over time, precisely the means of learners' enjoyment of the four skills. Therefore, the reliability of the scale, as indicated by Cronbach (2004), is not as crucial. In this case, lower levels of Cronbach's Alpha might be acceptable as long as the scales still effectively capture changes in skills-specific enjoyment levels over time. We only interpreted the means of the scales over several students and did not consider the answers of single users regarding their enjoyment of the skills. In this case, according to Schrepp (2020), α is not highly important and moderate or even low levels of alpha may be acceptable.

Furthermore, it is possible that the Alpha value was affected by the small number of items in the scales (Schrepp, 2020). Although adding more items to the scales could have increased the Alpha values, it would have also made it more difficult for participants to answer all the questions and could have caused a more significant drop in the number of participants at T2 and T3. Schrepp (2020) also noted that the number of items should be considered when comparing the Alpha values of different scales. In fact, having relatively

equal numbers of items in each one of the four scales was taken into consideration to avoid such issues when they were developed (i.e., 4 for speaking, 2 for listening, 2 for reading, and 2 for writing). However, the values of Alpha were unstable. Thus, in the context of this study, the low Alpha level at T2 is exceptional, as the same and other scales, despite having a few items, performed better at T1 and T3.

In addition to the factors previously discussed, the low values can be attributed to the dependence of Cronbach's alpha on the sample size (Bonett, 2002; Schrepp, 2020). Schrepp (2020) states, "Alpha is quite sensitive for sampling effects, and if your sample size is small, it should be interpreted carefully (because alpha depends on the number of items in a scale, this is especially true for shorter scales)." (p. 257). In this case, the low Cronbach's alpha at T2 could be attributed to changes in response variability and non-response. This is because fewer participants responded to scale items at T2 ($n = 82$) compared to T1 ($n = 160$), which could affect the internal consistency of the items due to the variability of responses between the two occasions. Missing data could have reduced the number of observations and affected the overall correlation between items, further contributing to a drop in Cronbach's alpha.

Moreover, the variability of Cronbach's alpha is linked to the change in the sample size rather than the reliability of the scale. Schrepp (2020) discussed Cronbach's alpha and its sensitivity to sampling effects. He contrasted the stability of the scale with the variability observed in alpha values, reporting that the scale mean tends to be relatively stable across different samples, even when the sample size is small. In contrast, Cronbach's alpha values can vary considerably depending on the composition of the sample. Schrepp (2020) reported that in a sample size of 20, the alpha values varied between 0.28 and 0.95, covering the full range of possible alpha values, while the computed scale mean is relatively stable (it varied between 4.74 and 6.28). Even with a sample size of 50, there is still a considerable variation in the alpha values.

This is observed in the present study; while Cronbach's alpha values are unstable, as shown in Table 8, the scales' means are relatively stable. Despite any fluctuations caused by sampling variability, the average scores obtained from the scale (i.e., the scale mean) remained relatively consistent over time. Therefore, there is a high likelihood that this is due to some sampling effects and not an indicator of low-scale reliability. Therefore, rather than relying only on the scale reliability, the focus is placed on the stability of the scale mean as an indicator of the scale's reliability.

Table 8

Descriptive Statistics of the Outcome Variables

Total score	Mean	SD	N
Speaking Enjoyment			
T1	1.80	1.02	151
T2	2.16	0.77	80
T3	2.08	0.79	56
T1- T3	1.962	0.930	287
Reading Enjoyment			
T1	1.96	1.29	151
T2	2.00	0.92	75
T3	1.97	1.06	52
T1- T3	1.97	1.159	287
Listening Enjoyment			
T1	1.64	1.64	150
T2	1.92	1.92	79
T3	1.93	1.93	52
T1- T3	1.77	1.11	281
Writing Enjoyment			
T1	1.83	1.25	145
T2	1.92	0.99	77
T3	2.00	0.98	53
T1- T3	1.88	1.13	275

In summary, although Cronbach's alpha is a commonly used measure of scale reliability, its accuracy can be affected by sampling variability, especially when dealing with small sample sizes. Dörnyei and Dewaele (2022) report that having an alpha value below 0.60 is problematic, but it does not necessarily mean that the scale should be automatically eliminated (p. 127). Based on this argument, the scales were used to measure skill-specific enjoyment since a relatively stable estimation of the scale mean can be achieved even with poor alpha values. A relatively stable measurement of the scale mean can be expected even with relatively low levels of alpha. The level of alpha that is required to interpret a scale correctly depends on the importance of the decisions that are drawn from the results. Thus, in this study, we can accept the low and moderate levels of alpha because the influence of low reliability on the level of respondents to the scale mean is limited. Moreover, the mixed-effects model used in this study can handle missing data and is robust against missingness in the outcome variables (i.e., the four scales of skill-specific enjoyment).

The survey was analysed based on four dependent variables and sixteen independent variables. The independent variables (IV) included speaking, listening, reading, and writing collaboration/control/creativity/authenticity. The dependent variables were students' enjoyment of speaking, listening, reading, and writing. Other variables such as gender, age, L2 proficiency level, teacher, region, and educational level were controlled for by including only female students of specific age groups (16 to 19 years old) from one school with the same teachers teaching the three grades (1st to 3rd grades) from the secondary school level. Most of the students had similar L2 proficiency levels (see sample section). Variables of the study can be found in Table 9.

Table 9*Variables of the Study*

Types of Variables	Variables
Independent Variables	Factors of classroom activities (n = 16) Speaking collaboration, control, creativity, authenticity Listening collaboration, control, creativity, authenticity Reading collaboration, control, creativity, authenticity Writing collaboration, control, creativity, authenticity
Dependent Variables	Skill-based activities (n = 4) Speaking enjoyment Listening enjoyment Reading enjoyment Writing enjoyment
Control Variables	Gender, age, L2 proficiency level, teacher, region, educational level

Computing the Independent Variables

Regarding the independent variables (i.e., the characteristics of the activities), a similar processing was performed. Four composite variables were created by computing the means of the characteristics of the activities under each skill theme listed in Table 10. This allows us to evaluate the effects of the composite quality of the skill-based activities on the enjoyment of that skill, such as investigating the contribution of collaboration, control, creativity, and authenticity of the speaking activities to the enjoyment of speaking.

Table 10*The Composite Variables of the Qualities of the Skills-based Activities*

Skills	Variables	Activities
Speaking	Speaking collaboration	Collaboration of group presentation
		Collaboration of individual presentation
		Collaboration of photo description
		Collaboration of small-group discussion
	Speaking control	Control of group presentation
		Control of individual presentation

		Control of photo description
		Control of Small-group discussion
	Speaking	Creativity of group presentation
		Creativity of individual presentation
		Creativity of photo description
		Creativity of Small-group discussion
	Speaking authenticity	Authenticity of group presentation
		Authenticity of individual presentation
		Authenticity of photo description
		Authenticity of Small-group discussion
Reading	Reading collaboration	Collaboration of reading to compare stories.
		Collaboration of reading to answer questions
	Reading control	Control of reading to compare stories.
		Control of reading to answer questions
	Reading creativity	Creativity of reading to compare stories.
		Creativity of reading to answer questions
	Reading authenticity	Authenticity of reading to compare stories.
		Authenticity of reading to answer questions
Listening	Listening collaboration	Collaboration of listening to complete a chart.
		Collaboration of listening to discuss a topic
	Listening control	Control of listening to complete a chart.
		Control of listening to discuss a topic
	Listening Creativity	Creativity of listening to complete a chart.
		Creativity of listening to discuss a topic
	Listening authenticity	Authenticity of listening to complete a chart.
		Authenticity of listening to discuss a topic
Writing	Writing collaboration	Collaboration in writing a story.
		Collaboration in writing a summary
	Writing control	Control of writing a story
		Control of writing a summary
	Writing creativity	Creativity of writing a story
		Creativity of writing a summary
	Writing authenticity	Authenticity of writing a story
		Authenticity of writing a summary

Quantitative Data Analysis

This study adopted a convergent mixed-method design (Creswell & Clark, 2018) which involved three stages. First, the statistical analysis of the quantitative data was conducted. Second, the qualitative data was analysed by coding and merging the main

themes. Following that, during the third stage, both strands were merged to understand the patterns that had emerged. This was done by adopting the data transformation method (Creswell & Clark, 2018), in which the qualitative codes were changed into numerical variables to count the frequency of each theme in the dataset.

The quantitative data collected via the questionnaires were analysed to answer the first, second and third research questions. Traditionally, the repeated measures ANOVA was one of the most common statistical analysis tests for analysing longitudinal surveys. However, recent advances in statistical methods, such as the multilevel model, provide greater flexibility and more robust statistical control compared to repeated measures ANOVA, making them a preferred choice for analysing data with repeated measurements. Both methods were used in this study, with the MLM as the primary data analysis technique.

Multilevel Model (MLM)

MLM, also known as hierarchical linear models, is a sophisticated data analysis technique that is a branch of growth curve modelling and a developed version of the regression model (McNeish & Matta, 2018). The MLM was selected in the current study because it can allow for modelling the hierarchical structure of the data, the examination of change over time (RQ1), and the analysis of individual and group-level effects (RQ2 & RQ3).

The MLM was chosen for several reasons. Longitudinal survey designs involve collecting data from the same individuals over time, which often results in hierarchical data. That is, the data are collected at multiple time points within individuals, who are, in turn, nested within larger groups. In other words, the lower-level observations are nested within the higher-level units. Thus, the MLM is particularly well-suited for analysing the longitudinal survey data because it can account for this hierarchical or nested structure and model the variability that exists at each level of the hierarchy (Barkaoui, 2013; Steele, 2008).

Moreover, it can handle missing and imbalanced data more effectively than traditional methods, such as repeated measures ANOVA or regression. This can be achieved by using maximum likelihood, which can lead to more accurate estimates of model parameters and more valid statistical inference (Barkaoui, 2014).

Moreover, MLM can predict both intra-person and between-person variations in the outcome variables, taking into account the dependence between repeated measures within persons (Tabachnick & Fidell, 2014). Because the same variables were measured on the same participants on many occasions in the current longitudinal study, the data provided by the same individual at T1 are likely relevant to the data provided by the same individual at T2 and T3; thus, there is a within-subject correlation (Cunnings & Finlayson, 2015).

Due to the hierarchical nature of the data, multilevel or mixed-effects models are robust for tracking group and individual trajectories across time (Cunnings, 2012). Specifically, mixed-effects modelling is utilised to quantify between-individual variability in within-individual trajectories (Curran et al., 2010). Thus, MLM permits not only the analysis of the average group trajectory but also the analysis of whether and to what extent individual trajectories differ from the group pattern (Curran et al., 2010), as well as whether and to what extent different individual and contextual factors influence inter-individual variation in trajectories (Barkaoui, 2014).

MLM provides for the estimation of both fixed and random effects, where the fixed effects record the students' average effect, and the random effects detect the deviation from the average effect for each student or group. It enables assessment of the initial level (i.e., intercept) as well as the rate of change (i.e., slope) over time (Singer & Willett, 2003). Modelling with mixed effects involves both fixed and random effects. By incorporating fixed effects, it captures the growth features and relationships between independent variables and the dependent variable for the entire group (Curran et al., 2010). Fixed effects are factors that

model the mean trajectory for the entire group and the impact of the independent variables on the dependent variable (Cunnings, 2012).

By incorporating random effects, mixed-effects modelling also accounts for variation among and within individuals, accommodating data dependencies (Cunnings & Finlayson, 2015). Random effects are parameters that model variation, which is the difference between each person's trajectory and the average trajectory of the group. This difference comes from taking random samples from the population (McNeish & Matta, 2018). Individual variation is accounted for by (a) incorporating random intercepts, that is, accounting for variability across people at the study's starting point or a specific time point, and (b) incorporating random slopes, that is, accounting for variability between individuals at the rate of change over time. The fewer the random effects, the less the variance between people; that is, the more comparable the intercept (beginning point) and slope (rate of change) of individual trajectories (Curran et al., 2010).

Fixed effects may be time-dependent or time-independent. In this study, enjoyment of speaking, reading, listening, and writing, as well as collaboration, control, creativity, and authenticity, were time-varying variables because they were measured at each time point. In contrast, course, teachers, and perceived proficiency level (e.g., student level) were time-invariant variables as they were collected only once. This is one of the advantages of using MLM as it allows for the use of time-varying predictors, unlike RM-ANOVA (Harrell, 2015). The following section presents the analytical procedures that were followed to answer the research questions.

Repeated Measures Analysis of Variances (RQ1)

RQ1. Do EFL learners' enjoyment of speaking, reading, listening, and writing activities change over time?

To answer the first research question, a series of one-way repeated measures ANOVA (RM-ANOVA) was conducted. The test was run on the subject-level data based on each time point. This type of statistical test is usually used to analyse the differences between means of a dependent variable when the same subjects are measured multiple times (i.e., within-subjects designs). In the current study, the same participants were measured on the same dependent variables (i.e., skill-specific enjoyment) on three occasions at three-month intervals. However, the RM-ANOVA test was not employed to track the fluctuations. In this study, the one-way repeated measures analysis of variance (ANOVA) was employed to evaluate if learners' enjoyment of speaking, reading, listening, and writing differs on each occasion (RQ1). In terms of the change in skill-specific enjoyment over time (RQ2), the multilevel model analysis was found to be more robust in tracking the individual and group trajectories in longitudinal studies.

Multilevel Model: Model Construction (RQ2, RQ3)

RQ.2. To what extent do the EFL learners' enjoyment of speaking, reading, listening, and writing activities change over time at the group and individual levels?

RQ.3. To what extent do the skill-based activities contribute to the EFL learners' enjoyment at the three time points at the group level, between and within individual levels?

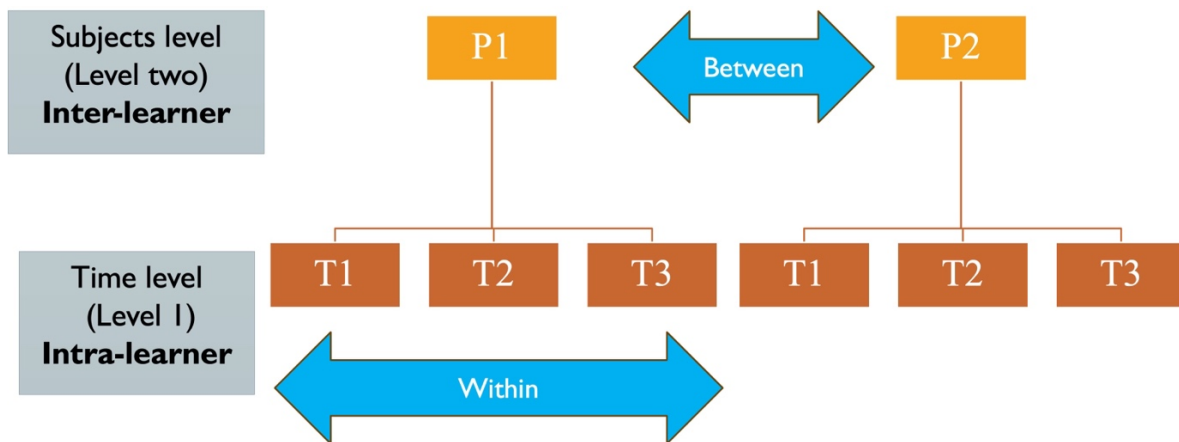
The second research question, MLM, was used to explore if there is a change in time-varying dependent variables and the four skill-specific enjoyment of the learners over time at both inter-individual and intra-individual levels.

The third research question aims to investigate to what extent the skill-based activities contribute to the differences within and between the EFL learners' enjoyment at the three time points. Thus, to address this question, four time-varying independent variables, collaboration, control, creativity, and authenticity, were examined to determine how much they may contribute to the variations within and among learners' enjoyment of the four skills.

For a better investigation of the research questions, it is essential to understand the hierarchical structure of the current dataset, which is explained below.

In the present study, level one variables represent repeated student-level measurements, while level two variables indicate student- or group-level features (Graph 2). Time is considered the level one variable, indicating that each individual's repeated outcome measurements were obtained over time. This level aims to explain the state of each student's growth trajectory by estimating the initial level (i.e., the intercept) and the rate of change (i.e., the slope) over time (Singer & Willett, 2003).

The level two variables indicate the features at the personal level that may impact the outcome, such as demographic information and other independent factors of relevance to the study's aims. In this study, the impact of explanatory variables, including collaboration, control, creativity, and authenticity, were examined at both levels to explore the variation in change across the students (Level 2) and discover the relationship between the explanatory variables and the developmental path of each individual (Level 1) (Luke, 2008; Steele, 2008). The procedures of the model constructions are explained further in the subsequent sections. Before that, it is essential to explain the assumptions that need to be tested before running any analysis on the dataset.

Figure 2*The Two-level Nested Structure of Clustered Data****Statistical Assumptions***

Repeated measures ANOVA and multi-level models are used to analyse data from repeated measures designs, where each subject is measured multiple times (Weinfurt, 2000). However, they have different assumptions and implications for the data and the analysis.

The critical assumptions of repeated measures ANOVA assume that the observations are independent, have equal variances, have no outliers and meet sphericity (Cunnings et al., 2015; Cunnings, 2012). Multi-level models assume dependence and allow for more flexibility in modelling the variances of the differences between observations (Quene & van den Burgh, 2008), with the fundamental assumptions being linearity, independence, homoscedasticity, normality, no multicollinearity, and no outliers.

Repeated measures ANOVA assumes that the data is collected from a single group of individuals and that the data is independent and normally distributed and that the group variance is equal (Cunnings, 2012). On the other hand, the multi-level model assumes that the data is collected from a group of individuals nested within a larger population. This means that the data is not independent and that the variance between the groups may not be equal (Cunnings et al., 2015).

To avoid biased and incorrect results, checking these assumptions before conducting repeated ANOVA and MLM analysis measures is essential. Data transformation, variable exclusion, or a different statistical method may be necessary if the assumptions are not met. The following parts explain the MLM assumptions followed by repeated measures of ANOVA's assumptions. It should be noted that the assumption of having normally distributed data, and no outliers applies to repeated measures ANOVA and multi-level models (Cunnings, 2012); thus, these assumptions are reported once under the MLM assumptions section.

Assumptions of MLM. Before performing the linear mixed model analysis, it is necessary to examine the data. Various assumptions are made before fitting any regression model, which will be discussed in further detail below. The first step is to provide a descriptive statistic of the variables of the model of interest, including the demographics, the outcome, and explanatory variables. Then, the normality of the outcome and explanatory variables was evaluated using descriptive statistics. After that, to test the six assumptions of linearity, homoscedasticity, multicollinearity, checking outliers, and distribution of residuals, a series of multiple linear regressions were conducted using the enjoyment of speaking, reading, listening, and writing as outcome variables and the time, collaboration, control, creativity, and authenticity of each skill as predictor variables. Following that, the assumptions of the repeated measures ANOVA were tested by running a series of one-way RM ANOVA.

Descriptive Statistics. After the data were edited, as described in the previous section, the descriptive statistics of the sample of 160 participants were calculated. Below are descriptive statistics of the sample set from both the subject and time-level datasets in Table 11. The study measured the demographics at once and the enjoyment of skills-based activities and qualities at different time points. Table 11 reveals the demographic details of the

participants. Their ages ranged between 16 to 19 years old ($M = 16.67$, $SD = .758$). Thirty-eight (23.8%) of the participants were in the first secondary school grade, 60 (37.5%) were in the second secondary school grade, and 62 (38.0%) were in the third secondary school. Furthermore, the students were taught by three different teachers: 72 (45.00%) by the first teacher, 48 (30.00%) by the second teacher, and 40 (25.00%) by the third teacher. The majority of the participants were Saudi ($n = 142$, 88.80%), while eighteen (11.3%) participants had other nationalities (i.e., Yemeni, Pakistani, Indian, Thai, Syrian, Nigeria, Sudanese, Myanmar, and Bangladesh). Perceived English proficiency levels varied between beginners and advanced ($M = 2.78$, $SD = 1.062$), with 66 (41.3%) participants rating their level as intermediate, 27 (16.9%) as high intermediates, 9 (5.6%) as advanced, 36 (22.5%) as low intermediates, and 22 (13.8%) as beginners. In terms of the students' attitudes towards the FL ($M = 2.87$, $SD = 1.105$), 55 (34.4%) perceived English as favourable, 54 (33.8%) as very favourable, 4 (2.5%) as unfavourable, 10 (6.3%) as very unfavourable, and 37 (23.1%) as neutral. The number of years students studied English varied ($M = 7.96$, $SD = 1.664$). The students were grouped based on the number of languages they knew. Many reported Arabic and English ($n = 113$, 70%), and 32 (20.0%) spoke Arabic, English, and additional languages, including Chinese, Indian, Spanish, French, Japanese, Thailand, and Turkish. Thirteen students (8.1%) said they know Arabic and other languages, such as Korean, Japanese, Spanish, Turkish, and Indian, but only one participant speaks Arabic (0.6%).

Table 11*Demographic Information of Participants (N = 160)*

Demographics	Category	Frequency	Percentage
Age (years)	16	75	46.90%
	17	63	39.40%
	18	20	12.50%
	19	2	1.30%
Course	1st Secondary School	38	23.80%
	2nd Secondary School	60	37.50%
	3rd Secondary School	62	38.80%
Teacher	1st teacher	72	45.00%
	2nd teacher	48	30.00%
	3rd teacher	40	25.00%
Nationality	Other	18	11.30%
	Saudi	142	88.80%
Proficiency level	Beginner	22	13.80%
	Low intermediate	36	22.50%
	Intermediate	66	41.30%
	High intermediate	27	16.90%
	Advanced	9	5.60%
Attitudes Towards the FL	Very unfavourable	10	6.30%
	Unfavourable	4	2.50%
	Neutral	37	23.10%
	Favourable	55	34.40%
	Very favourable	54	33.80%
Number of years of EFL	2	1	0.6%
	3	1	0.6%
	4	2	1.3%
	5	2	1.3%
	6	20	12.5%
	7	54	33.8%
	8	44	27.5%
	9	23	14.4%
	More than 10	14	8.41%
Number of languages	Arabic	1	0.6%
	Arabic and English	113	70.6%
	Arabic, English, and other	32	20.0%
	Arabic and other	13	8.1%

Distribution of the explanatory variables. The distribution of the explanatory variable is not essential for the analysis, although it is reasonable to examine descriptive statistics for all variables being analysed to identify outliers. The descriptive statistics of the outcome variables can be found in Table 12. The table presents information regarding the means, standard deviations, skewness, and kurtosis of each variable during the three-time points.

Table 12

Descriptive statistics of the explanatory variables

Total score	Mean	SD	Skewness -2.0, + 2.0	Kurtosis -3.0, +3.0	N
Speaking Collaboration					
T1	1.83	0.94	0.007	-0.273	152
T2	2.07	0.63	0.638	0.561	79
T3	1.98	0.63	0.366	0.711	58
T1- T3	1.92	0.81	-0.016	0.282	289
Reading Collaboration					
T1	1.89	1.16	-0.061	-0.801	147
T2	1.90	0.89	0.128	0.145	79
T3	2.06	1.00	-0.412	-0.556	49
T1- T3	1.92	1.063	-0.092	-0.570	275
Listening Collaboration					
T1	1.72	1.11	0.221	-0.653	144
T2	1.96	0.93	0.201	-0.317	75
T3	1.88	0.93	-0.384	-0.124	56
T1- T3	1.82	1.03	0.075	-0.508	275
Writing Collaboration					
T1	1.68	1.15	0.169	-0.766	148
T2	1.76	1.01	-0.019	-0.450	74
T3	1.70	1.03	0.067	-0.470	56
T1- T3	1.71	1.09	0.103	-0.651	278
Speaking Control					
T1	1.92	0.87	-0.363	-0.258	152
T2	2.22	0.64	-0.239	-0.054	79
T3	2.14	0.59	-0.032	0.173	59
T1- T3	2.05	0.778	-0.469	0.208	290
Reading Control					
T1	1.94	1.042	-0.048	-0.535	140
T2	2.10	0.717	0.277	0.286	78
T3	2.23	0.812	-0.20	0.286	48
T1- T3	2.04	0.92	-0.120	-0.126	266

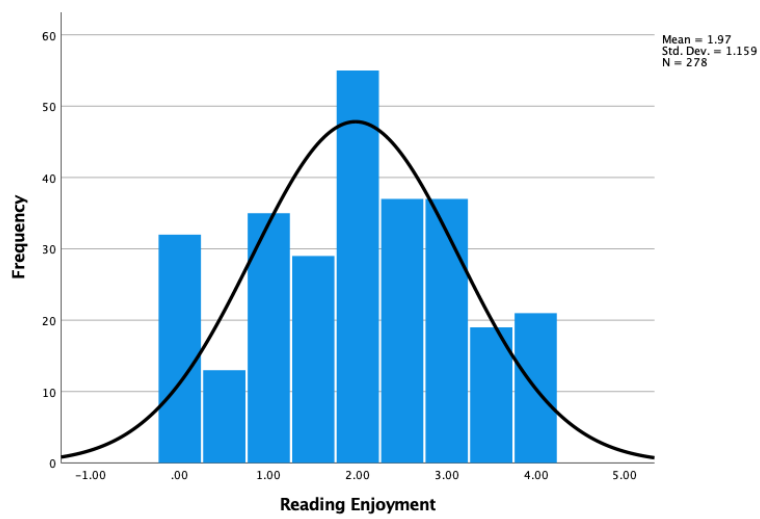
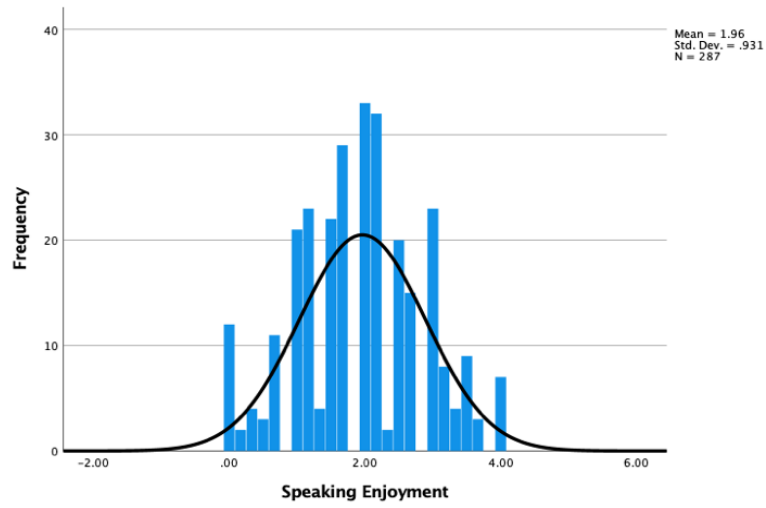
Listening Control					
T1	1.70	1.07	0.046	-0.683	143
T2	1.93	0.83	0.119	0.388	75
T3	1.94	0.77	-0.345	0.323	57
T1- T3	1.82	0.96	-0.082	-0.289	275
Writing Control					
T1	2.00	1.12	-0.145	-0.681	149
T2	2.14	0.98	0.025	-0.415	75
T3	1.91	0.91	0.209	0.164	56
T1- T3	2.02	1.04	-0.064	-0.487	280
Speaking Creativity					
T1	1.991	1.024	-0.131	-0.530	153
T2	2.237	0.68	0.264	-0.727	79
T3	2.231	0.77	0.030	0.802	59
T1- T3	2.10	0.89	-0.20	-0.06	291
Reading Creativity					
T1	1.88	1.13	-0.736	-0.736	140
T2	2.10	0.91	-0.191	-0.191	80
T3	2.07	0.85	0.171	0.171	49
T1- T3	1.983	1.02	-0.100	-0.450	260
Listening Creativity					
T1	1.65	1.14	0.331	-0.502	138
T2	2.00	0.82	0.265	0.104	78
T3	1.96	0.92	-0.183	-0.225	55
T1- T3	1.81	1.02	0.110	-0.348	271
Writing Creativity					
T1	1.95	1.14	-0.040	-0.640	146
T2	2.22	0.87	-0.090	-0.291	72
T3	2.17	0.92	-0.293	0.379	57
T1- T3	2.07	1.03	-0.168	-0.359	275
Speaking Authenticity					
T1	1.89	0.98	-0.221	-0.441	151
T2	2.11	0.74	0.393	-0.052	80
T3	2.17	0.62	-0.192	0.775	59
T1- T3	2.01	0.86	-0.25	0.06	290
Reading Authenticity					
T1	1.83	1.14	-0.051	-0.752	146
T2	2.07	0.94	-0.166	-0.266	79
T3	1.94	0.89	0.023	-0.398	49
T1- T3	1.92	1.04	-0.121	-0.543	274
Activities Authenticity					
T1	1.77	1.08	0.028	-0.508	143
T2	1.88	0.90	0.229	0.296	77
T3	1.91	0.91	-0.531	-0.082	56
T1- T3	1.83	1.00	-0.044	-0.268	276
Writing Authenticity					
T1	1.897	1.21	0.006	-0.939	146
T2	2.106	0.84	-0.139	-0.001	75
T3	1.973	0.91	-0.193	0.169	56
T1- T3	1.96	1.069	-0.107332	-0.543	277

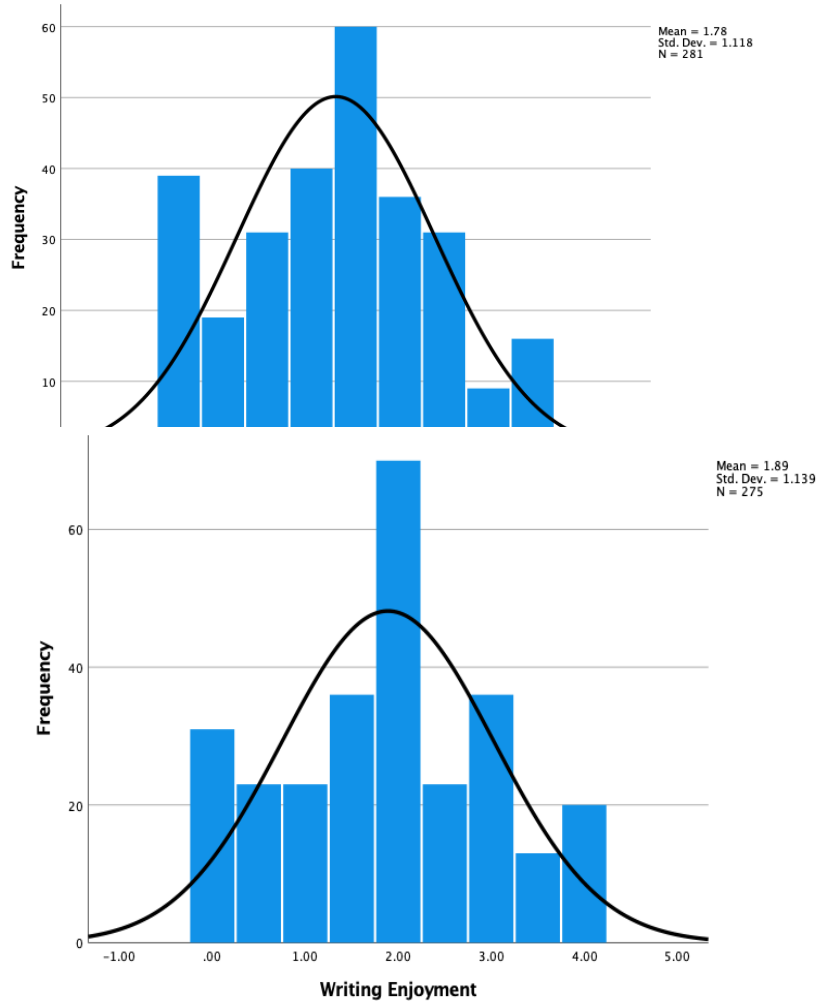
Distribution of the outcome variables. The first step is to examine the distribution of the outcome variables to determine the appropriate model to fit. By checking the normality of the data, the scores of the four skills-related enjoyment were approximately normally distributed, as assessed with skewness and kurtosis, as can be seen in Table 13 of the descriptive statistics. Figure 3 also visually shows the distribution obtained by histograms.

Table 13

Descriptive Statistics of the Outcome Variables

Total score	Mean	SD	Skewness -2.0, + 2.0	Kurtosis -3.0, +3.0	N
Speaking Enjoyment					
T1	1.80	1.02	0.197	-0.521	151
T2	2.16	0.77	0.152	-0.601	80
T3	2.08	0.79	-0.149	0.044	56
T1- T3	1.962	0.930	-0.020	-0.370	287
Reading Enjoyment					
T1	1.96	1.29	-0.065	-1.083	151
T2	2.00	0.92	-0.241	-0.182	75
T3	1.97	1.06	0.065	-0.853	52
T1- T3	1.97	1.159	-0.080	-0.82	287
Listening Enjoyment					
T1	1.64	1.64	1.268	0.235	150
T2	1.92	1.92	0.843	-0.066	79
T3	1.93	1.93	0.980	0.000	52
T1- T3	1.77	1.11	0.052	-0.694	281
Writing Enjoyment					
T1	1.83	1.25	0.035	-1.020	145
T2	1.92	0.99	-0.014	-0.222	77
T3	2.00	0.98	0.317	-0.543	53
T1- T3	1.88	1.13	0.020	-0.730	275

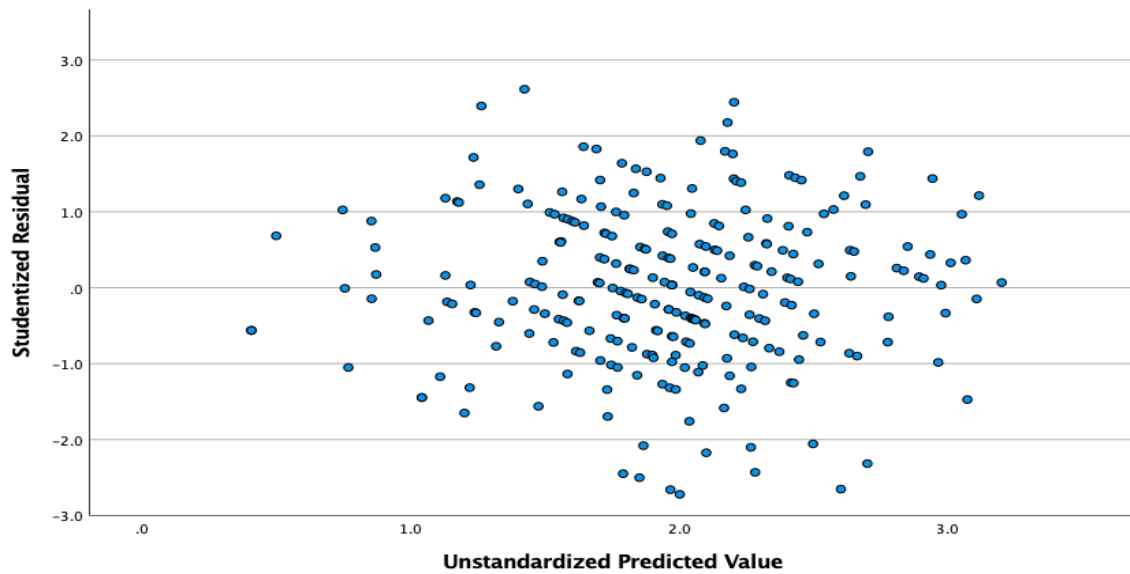
Figure 3*Histograms of the Four Enjoyment Skills-based Activities*



Linearity. Checking the linearity assumption is essential (Berry, 1993). Field (2013) states that a linear relationship should exist between the predictors and the outcome variables. Therefore, the assumption of linearity was tested. The linearity was checked between the speaking, reading, listening, and writing enjoyment (i.e., outcome variables) and the independent variables collectively, including time, collaboration, control, creativity, and authenticity of speaking, reading, listening, and writing. This was achieved by plotting a scatterplot of the standardised residuals against the unstandardised predicted values. The scatterplot in the four figures (4 – 7) below shows that residuals form horizontal bands, so it can be concluded that the relationships between the dependent and independent variables are likely linear.

Figure 4

Scatterplot of Studentized Residual by Unstandardized Predicted Value of Speaking Enjoyment and the Explanatory Variables Collectively

**Figure 5**

Scatterplot of Studentized Residual by Unstandardized Predicted Value of Reading Enjoyment and the Explanatory Variables Collectively

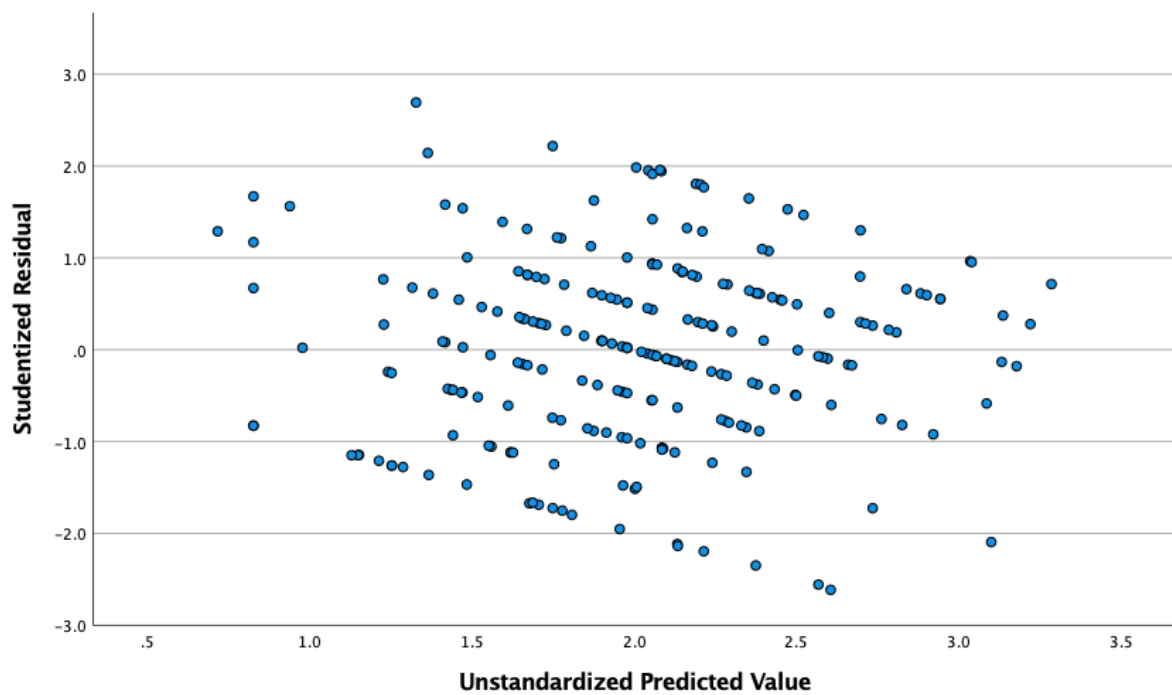
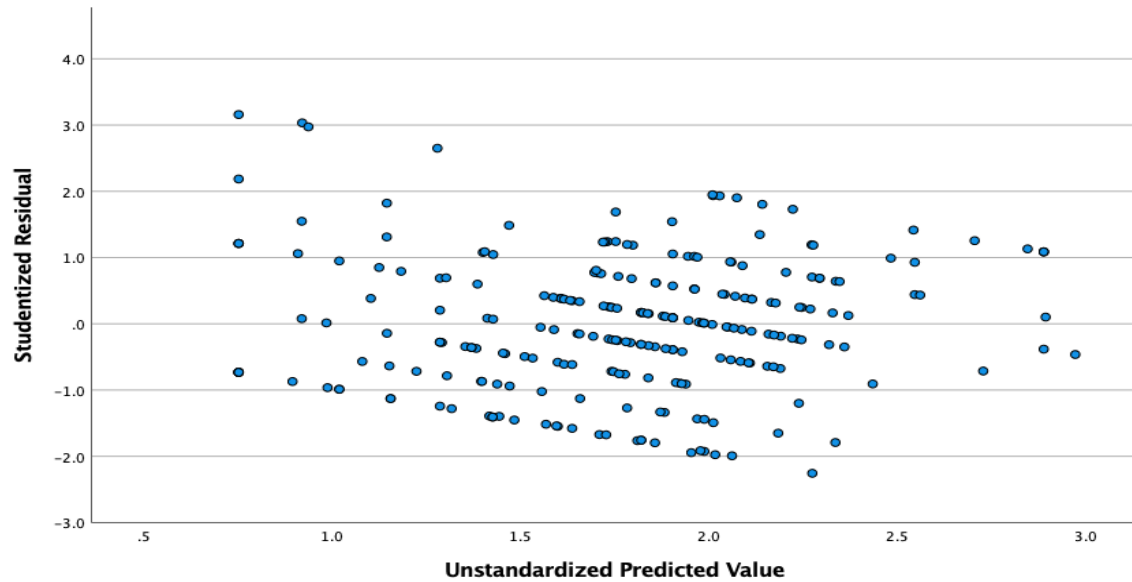
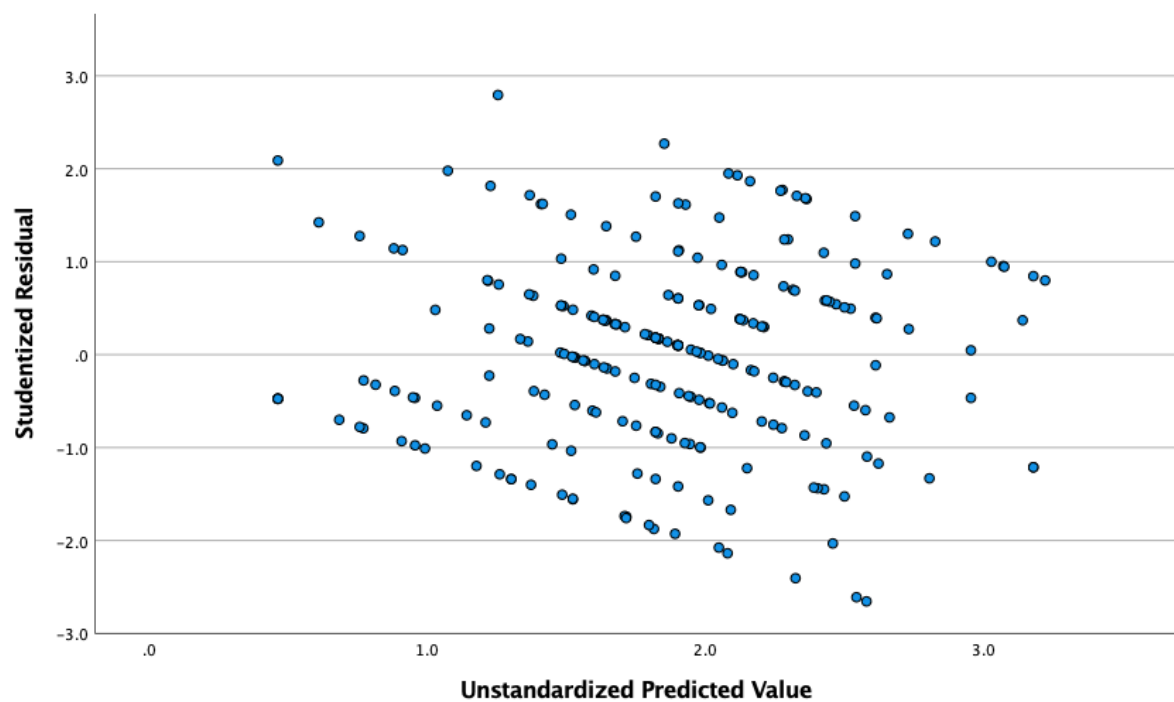


Figure 6

Scatterplot of Studentized Residual by Unstandardized Predicted Value of Listening Enjoyment and the Explanatory Variables Collectively

**Figure 7**

Scatterplot of Studentized Residual by Unstandardized Predicted Value of Writing Enjoyment and the Explanatory Variables Collectively



Homoscedasticity. In regression analysis, the assumption of homoscedasticity refers to the equality of the variance of the residuals at all the levels of the explanatory variables (Hair, Black, Babin & Anderson, 2010). The variance of the residuals is steady and independent of the predictor factors. To test for homoscedasticity, the scatterplots of the studentised residuals versus the unstandardised predicted values, which were generated to test for linearity in the preceding section (see Figures 4-7), were utilised. If residuals are evenly distributed across the range of predicted values, then homoscedasticity is most undoubtedly satisfied. If the spread of the residuals changes as the predicted values changes (i.e., increase or decrease), then the assumption may not be valid, and more investigation may be needed. The assumption of homoscedasticity is not violated based on the scatterplots, which display random patterns (Figures 4 to 7). Thus, the variance of the dependent variables' values is homogeneous across the range of predictors, demonstrating homoscedasticity (Field, 2013; Hair, Black, Babin, Anderson, & Tatham, 2006).

Multicollinearity. Multicollinearity is another important assumption that should be examined prior to the regression analysis. Multicollinearity is a statistical issue that arises when two or more predictor variables are significantly correlated in the multiple regression analysis (Lewis-Beck & Lewis-Beck, 2016). This can impede the estimation of the predictor variables' specific contribution and affect the model's stability. Multicollinearity can result in inaccurate conclusions and unstable coefficient estimates of a single predictor in the model; therefore, it is essential to identify and manage it. Identifying multicollinearity involves examining correlation coefficients and Tolerance/VIF values. In this study, only the variance inflation factor (VIF) measures were consulted. If the VIFs are greater than 10, it indicates a collinearity problem (Hair et al., 2014). As Table 14 shows, values are at most 10; there is no collinearity problem in this particular data set.

Table 14

Summary of Multicollinearity Statistics of the Outcome Variables

Outcome variables	Time	Collaboration	Control	Creativity	Authenticity
Variance Inflation Factor (VIF)					
Speaking Enjoyment	1.025	1.267	1.987	2.076	1.781
Reading Enjoyment	1.022	1.222	1.968	2.295	1.756
Listening Enjoyment	1.028	1.532	2.216	2.777	2.242
Writing Enjoyment	1.019	1.151	1.927	2.313	1.752

Checking Unusual Points. There can be specific data points that are classified as unusual from the perspective of fitting a multiple regression model. These data points are generally detrimental to the fitting or statistical inference of the regression equation. There are three primary kinds of unusual points: outliers, high-leverage, and highly influential points. Each of these is assessed in the following sections.

Outliers are observations that differ significantly from the rest of the data and can significantly impact the analysis's results (Barnett & Lewis, 1987, 1994). Measurement errors and improper coding might cause outliers in mixed models or indicate an extreme value in the data. Outliers can have various effects on mixed models, including bias in fixed-effects coefficient estimates, variance inflation, and influencing goodness-of-fit statistics, causing inaccurate inferences regarding variable correlations, and making it difficult to assess if the model fits the data (Osborne & Overbay, 2004).

Outliers in mixed models must be discovered using standardised residuals, studentised residuals, or studentised deleted residuals. Using the case-wise diagnostic table in the multiple regression analysis outputs, the standardised residuals were used to spot outliers. Outliers were defined as observations with standardised residuals more significant than three or less than -3 (Osborne & Overbay, 2004).

Studentised deleted residuals are standardised residuals that help identify outliers in the residuals. They represent the standardised residuals after removing the effect of each observation on the estimated parameters. To identify outliers, we looked for studentised deleted residuals more significant than 3. We found three cases with values greater than three and one instance with a value less than -3. We filtered out cases with values greater than three and performed the multiple regression analysis again. Leverage values and influential points measure the impact of observations on the regression model's estimated parameters. High-leverage values and influential points can lead to biased results. In this study, all leverage values were safe (less than 0.2), and no influential cases were found (Cook's Distance values beyond 1).

Distribution of the residuals. The purpose of this assumption is to determine if the residuals of the model have a normal distribution (Cook & Weisberg, 1982). Checking the residual distribution in a mixed model helps verify the model's assumption of normally distributed errors. This assumption is essential for several statistical inference techniques, including hypothesis testing and confidence interval estimation. If residuals depart significantly from normality, the results and conclusions of the model may be compromised. Inspecting the residuals' distributions of the four dependent variables is crucial as they indicate the necessity of employing an alternative model structure. The residuals were approximately normally distributed as inspected by a Normal Q-Q plot of the studentised residuals.

The Q-Q plots in Figures 8 to 11 should be nearly straight if the residuals are normally distributed. Identifying deviations from normality is possible by observing the pattern of residuals in the Q-Q plot. Significant deviations from the line show deviations from the mean. The above Q-Q plot displays a relatively straight line, with less deviation from linearity at the top and bottom. This indicates that the residuals are close enough to normal

for the study to continue. Accordingly, the assumption of approximate normality is met. As multiple regression analysis is reasonably robust against deviations from normality, these results can be accepted without transformations.

Figure 8

Standard Q-Q Plot of Regression Studentized Residual of Speaking Enjoyment

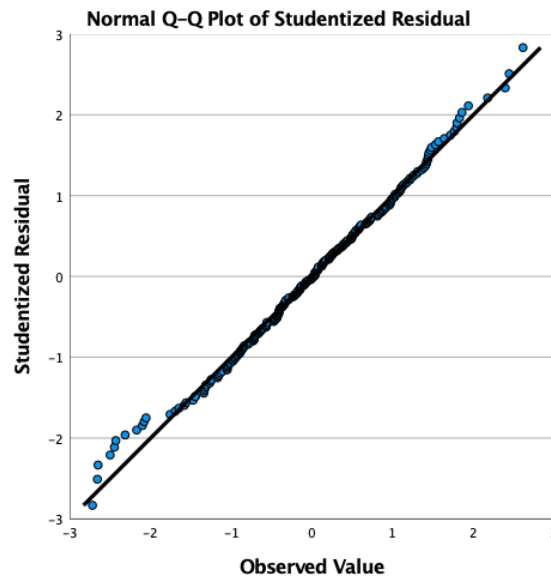


Figure 9

Standard Q-Q Plot of Regression Studentized Residual of Reading Enjoyment

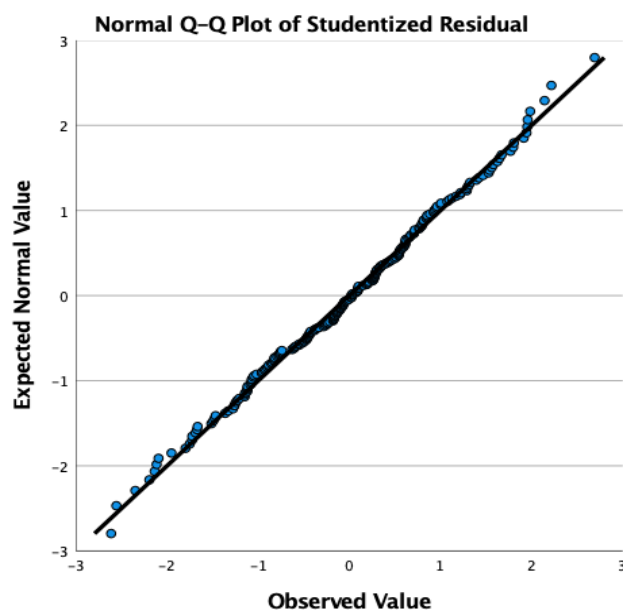
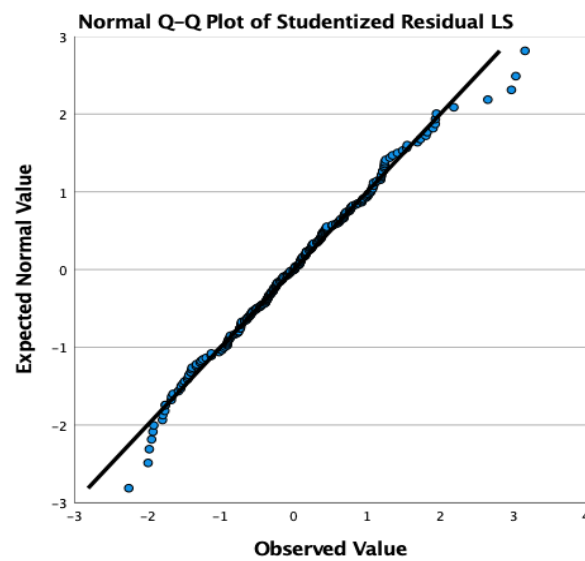
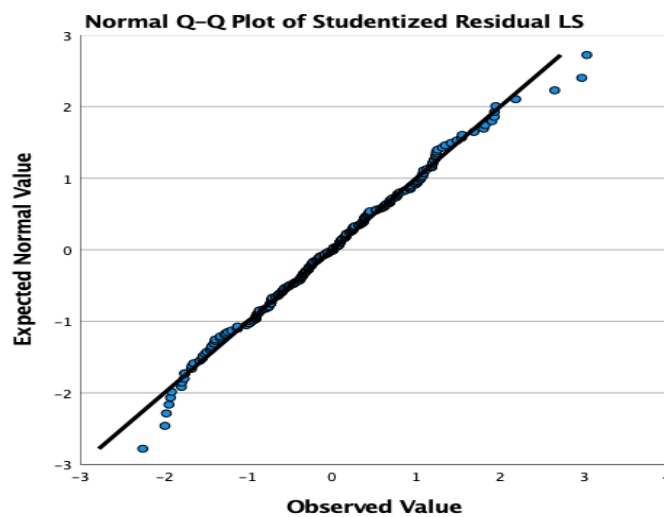


Figure 10

Standard Q-Q Plot of Regression Studentized Residual of Listening Enjoyment

**Figure 11**

Standard Q-Q Plot of Regression Studentized Residual of Writing Enjoyment



Assumptions of the Repeated Measures ANOVA. In addition to the assumption of normality and having no significant outliers reported above, RM ANOVA required testing sphericity. Sphericity refers to the variances of the differences between all combination levels

that are equal across all levels of the within-subject factor (Kirk, 2013). The sphericity was tested using Mauchly's test of sphericity. If the results of Mauchly's test of sphericity show that the p-value is less than .05, it means that the assumption of sphericity has been violated. On the other hand, if the p-value is more significant than .05, it indicates that the assumption of sphericity has been satisfied. In other words, if the test is not statistically significant, it means that we have met the assumption of sphericity.

The tests were generated via SPSS by running three RM ANOVA tests to investigate the differences between the four dependent variables within each time point. In T1, Mauchly's test of sphericity demonstrated that the assumption of sphericity was not violated, $\chi^2(2) = 6.91, p = .227$. In T2, the assumption of sphericity was also met, as assessed by Mauchly's test of sphericity, $\chi^2(2) = 3.75, p = .585$. However, in T3, Mauchly's test of sphericity revealed that the assumption of sphericity had been violated, $\chi^2(2) = 12.68, p < .027$. As the test showed a violation in the assumption of sphericity, the results of RM ANOVA of T3 were corrected and interpreted in Greenhouse-Geisser (Greenhouse & Geisser, 1959), which will be reported in the results section.

Multi-level Model (MLM): Model Construction. To track the change in skill-specific enjoyment within and between the learners' overtime, the mixed-effects models were constructed. Because the residuals of skill-based enjoyment were typically distributed, Linear Mixed Model Analysis (LMMA) was used to fit the model with maximum likelihood. Four separate linear mixed-effect models were built using IBM SPSS 28 to assess the effect of time on the four skills-related enjoyment. Each skill-related enjoyment variable (speaking, reading, listening, and writing) was included as an outcome variable in a separate model (Models 1, 2, 3 and 4, respectively). At the same time, time was added as a predictor variable.

By analysing the fixed and random effects of time at the individual and group levels, it is possible to gain a better understanding of how the trend of the change over time differs between and within the students. This can provide insights into the sources of the variability in the data and help to identify the differences in the impact of time on the outcome variables within and between the students and groups. Consequently, in this study, both students and times were treated as random variables, with time nesting within students.

Before model constructions, some variables need to be computed to allow for accurate analysis. Thinking of the hierarchical structure of the data, evaluating the effect of time (RQ 2) involved first, an examination of individual-level change (level 1; change in skill-specific enjoyment within an individual over Times 1 to 3) and second, an examination of individual differences over time (level 2; skill-specific enjoyment shift between learners over T1 to 3). Therefore, as Time is a predictor variable (i.e., a combination of within-person and between-person variation), it was essential to centre it. Time was centred at the group mean around the first data collection point for two reasons. First, to separate the fixed effects of time (i.e., the overall trend) from the random effects of time (i.e., the individual deviations from the trend). Second, to compare the impact of different occasions relative to the initial point, which can help understand the overall pattern of change over time.

The next step was to add the other predictors (RQ3), collaboration, control, creativity, and authenticity, to determine how much variation they may explain within and among learners' enjoyment of the four skills. Before including the four elements in the model, it was essential to divide the factors' variability into two levels (see Graph 10). Each component is a mixture of within- and between-factor variability. While the time level refers to how the four components fluctuate for each individual, the student level relates to the variations in the four elements over time between individuals. To break down the variability of the four predictors into two levels, new variables for collaboration, control, authenticity, and authenticity were

constructed and centred on the student's level (lower), which represents the students' fluctuations through time. This is accomplished by deducting a student's mean score on — for example, collaboration over three-time points from their score at each time point. The score at each time point is then calculated as the difference between that time point and its mean. It becomes merely intra-person variability. Following that, four more variables of the individuals' overall mean were constructed to allow analysis of the students' variances in collaboration, control, creativity, and authenticity.

Four random intercepts and random slopes models were fitted for each one of the dependent variables: speaking enjoyment, reading enjoyment, listening enjoyment and writing enjoyment. Each model was constructed incrementally, adding the variables comprising a total of six models. The combination of a maximal model and a data-driven approach was found to be a valuable approach to constructing mixed-effect models that are both comprehensive and efficient. The maximal strategy is basically adopted to create the models and determine which variables can be added as random effects. The maximal approach is ideal for this study because it is designed to test a specific hypothesis. According to Barr et al. (2013), this approach allows adding all possible variables as fixed and random intercepts and slopes that reflect the design and hypothesis under examination. In other words, it enables keeping the predictors or the explanatory variables even if their effects are not statistically significant. The random effects structure of model five incorporates all of the theoretically critical random intercepts and slopes for the included fixed effects in order to evaluate these objectives, making it the maximal model.

A data-driven approach is a method that is used to determine the most appropriate model structure based on the characteristics of the data. This approach can be helpful in identifying essential variables and interactions that should be included in the model. In other words, it involves including the variables as fixed or random slopes only if they have

significantly improved model fit (Baayen et al., 2008). This approach was also helpful in deciding which of the control predictors, including teacher, course, perceived proficiency level, and attitudes towards the FL, affect the data. Although the control variables in our study were not the focus of our theoretical analysis, they may have had an impact on our findings (Barr et al., 2013).

The following procedures were applied to the four dependent variables (the four skill-specific enjoyment) identically to provide a meaningful interpretation of the results that address the research questions and accomplish the objectives of the study. The first model (unconditional model) is the simplest model, which includes a random intercept for the students to adjust for individual variation without any explanatory variables. In the second model, Time (T1-T3) was entered as a primary fixed-effect variable. Time was used as a fixed effect to see if there was a linear rate of change in skill-based enjoyment over time (i.e., increase or decrease) on the average mean of the students. Then, in order to account for student-specific slopes across time, a random time effect was applied in the third model. The fourth model was created by adding the personal mean-centred (PMC) of the four factors—collaboration, control, creativity, and authenticity—which were incorporated as the primary fixed effects at the lower level to the models to investigate how they predict within students' variability over time. After that, the aggregate personal means (PM) of the four factors were then added at a higher level in each model (model 5) to investigate their contributions to the variability amongst students across time. In model 6, the control variables (teacher, course, perceived proficiency level, and attitudes towards the FL) were added as fixed effects to the final model in each of the four dependent variables.

Model Comparison. After adding new parameters to the model, multiple covariance structures were explored to determine the optimum model. The six models of speaking enjoyment, reading enjoyment, listening enjoyment, and writing enjoyment in Table 14 were

compared incrementally, starting with the simpler model and moving to the more sophisticated one. A likelihood ratio test (LRT), or a likelihood ratio chi-square test, is a statistical test used to assess the fit of two nested models evaluated the fit of the more complicated model to a simpler one, given the estimated model parameters when integrating extra fixed or random effects (Heck et al., 2013, 2022; Whittaker & Furlow, 2009). It examines if a more complex model explains considerably more data variation than a simpler one.

The 2-log likelihood value is generated under each model by default when the maximum likelihood (ML) mixed command is applied in SPSS. The likelihood ratio test compares the -2 log-likelihood of two models and the number of parameters for each model (Cunnings et al., 2015). This statistic has a chi-square distribution, with degrees of freedom equal to the difference between the two models' parameter counts. The p-value was then computed using the likelihood ratio statistic and the chi-square distribution (Baayen et al., 2008). The p-value shows if the more complex model is better than the simpler one. The null hypothesis states that the simpler model fits better than the more complex model, supported by a high p-value. The simpler model may be selected if there is no sufficient evidence to reject the null hypothesis. In other words, when the p-value is less than 0.05, the null hypothesis is rejected, and the more complicated model is selected; when the p-value is more than 0.05, the null hypothesis is not rejected, and the simpler model is selected (Barr et al., 2013).

As revealed by a chi-square test, model 5 provides a much better fit than the preceding models. However, model 6 provides a fit that is not significantly better than model 5, showing that the addition of the control predictors did not substantially increase model fit. Thus, the control variables were omitted from the final results.

Moreover, using a random slope of the variables (collaboration, control, creativity, and authenticity) at both levels to account for individual heterogeneity in the rate of change resulted in greater 2-log likelihood values in all models of the current study. Hence, they were eliminated from the model, as simple models are always preferable to complex ones. This suggested that a combination of random intercept and slope effects well explained the variance.

Model five was the best fit with all the variables preserved, even though their estimates were not statistically significant at $p < 0.05$. This is important to test the hypothesis and draw conclusions from the study's results. Therefore, to conclude, the present study constructed four random intercept and slopes LMMs to address RQ2 and RQ3, with Time and subjects added as random intercepts and slopes. At the same time, the explanatory variables collaboration, control, creativity, and authenticity were included as fixed effects at the time and student levels. Table 15 presents the values of the model fit for speaking, reading, listening and writing enjoyment.

Table 15

Model Fit Statistics Summary for the Speaking, Reading, Listening and Writing Enjoyment Models

Model	-2 LL	LRT (df)	p-value
Speaking enjoyment model	626.053	30.869	0.000
Reading enjoyment model	661.570	29.697	0.000
Listening enjoyment model	687.987	29.154	0.000
Writing enjoyment model	704.009	44.398	0.000

2-LL = 2 Log likelihood; df = degree of freedom; $p > .05$

To explore how Time contributes to the variation within and between students in speaking enjoyment, the final models were constructed as follows:

Model 1: Speaking Enjoyment = Speaking Enjoyment (small-group discussion, group presentation, individual presentation, photo description) + Time (T1, T2, T3) + PMC Speaking (Collaboration + Control + Creativity + Authenticity) + PM Speaking (Collaboration + Control + Creativity + Authenticity).

Model 2: Reading Enjoyment = Reading Enjoyment (reading to compare stories, reading to answer questions) + Time (T1, T2, T3) + PMC Reading (Collaboration + Control + Creativity + Authenticity) + PM Reading (Collaboration + Control + Creativity + Authenticity).

Model 3: Listening Enjoyment (listening to complete a chart, listening to discuss a topic) + Time (T1, T2, T3) + PMC Listening (Collaboration + Control + Creativity + Authenticity) + PM Listening (Collaboration + Control + Creativity + Authenticity).

Model 4: Writing Enjoyment = Writing Enjoyment (writing a story, writing a summary) + Time (T1, T2, T3) + PMC Writing (Collaboration + Control + Creativity + Authenticity) + PM Writing (Collaboration + Control + Creativity + Authenticity).

Qualitative Analysis

Preparation of the Qualitative Data. The following steps were followed to prepare the qualitative data for the analysis. First, a file was created for the audio recordings of the observed lessons for each teacher, filed notes sheets taken during the classes by the researcher, images of the lesson content, the activities performed in the observed classes, and the audio recording of the stimulated recall interviews (for each student). Second, the semi-structured interview audio recordings were also put in a separate file. Third, a new SPSS file was created to separate open-ended and closed-ended question responses. A total of 181 minutes of lessons and eight students were observed, and 105 responses were collected from

the open-ended question. In addition, 8 stimulated recall interviews with 8 participants for 115 minutes, and 10 semi-structured interviews (250 minutes) were transcribed and translated into English.

Data Coding. The qualitative data in the current study, including the open-ended question, classroom observations, SRIs, and SSIs, were analysed using thematic analysis. Segmentation into comprehensive units was used before coding the data sets (Geisler & Swarts, 2019). Deductive and inductive qualitative thematic analysis approaches were followed (Clarke & Braun, 2017). The current study relied on a mixed approach, adopting an existing coding scheme and developing a new one to ensure that the framework used was particularly tailored to answer the study's research questions and reflect new findings (Révész, 2023). The analysis of each one of the qualitative data sources included inter-rater reliability tests (Révész, 2023). Moreover, code frequency comparisons and co-occurrence detection of code-data interactions were employed in the analysis (Guest, MacQueen & Namey, 2012).

Comprehensive units include the entire stream of language. This means that every word in the discourse is included in a segment that will be further analysed. The benefit of segmenting the stream of language before coding is that it allows for systematic and replicable coding judgments. Additionally, being able to measure the relative distribution of any given code is easier when data is segmented independently of coding. By segmenting the data independently in advance of coding, it is possible to make one decision at a time. In this study, the unit of analysis was an episode related to enjoyment, which could be a sentence, clause, or conversational turn.

As a qualitative data analysis method, thematic analysis involves identifying, analysing, and reporting patterns, themes, and meanings within data (Braun & Clarke, 2006). It is the most popular form of analysis in qualitative research as it efficiently captures the

complexity of meaning inside a textual data set (Guest, MacQueen & Namey, 2012). It identifies recurrent words and phrases as well as looks for underlying concepts and describing them by creating a theme (Guest, MacQueen & Namey, 2012).

Thematic analysis was carried out in six phases, according to Braun and Clarke (2006): (1) familiarisation with the data, (2) creating the first code, (3) looking for themes, (4) reviewing themes, (5) identifying and naming themes, and (6) preparing the report. These phases were intended to identify trends and themes within the data and to use these patterns to interpret and analyse the data. The themes were identified as the central themes if they reflect meaningful patterns in the data rather than depending on the frequent occurrences of codes alone. However, it was important to look at how themes can capture essential aspects or elements necessary to answer the research questions and demonstrate a degree of patterning or meaning in the dataset.

The analysis of the open-ended questions, classroom observation data, stimulated-recall interviews and semi-structured interviews took the form of deductive and inductive qualitative thematic analysis approaches (Clarke & Braun, 2017). In deductive thematic analysis, an established coding framework or theory is used as a starting point. On the other hand, the inductive approach involves coding the data without trying to fit the data into an existing coding scheme or conforming to the researcher's anticipations concerning analysis. This indicates that it is a data-driven way of analysis. It arranges and describes the data set in depth. However, it often goes beyond this and explains many facets of the research issues (Boyatzis, 1998).

The following sections describe the thematic analysis employed in the four types of qualitative sources. The analysis begins with a deductive framework to guide the first coding, followed by an inductive method to refine or add to the themes based on patterns in the data. The deductive analysis involved coding the main aspects related to the literature and the

research questions. Then, an inductive method was also employed, and new topic categories were uncovered by reviewing the transcripts. In the following sections of classroom observation, open-ended questions, SRIs and SSIs, the inductive and deductive approaches are explained further.

As mentioned earlier, this study adopted a mix of standards and specific measures to evaluate the factors that explain the variation in the enjoyment of the four skills during one academic year. The standard measure included global measures of the four skills: speaking, listening, reading and writing. The specific measures, on the other hand, specifically evaluated the students' views of the characteristics of the skills-based activities that were more or less enjoyable and were assessed according to a coding scheme developed particularly for this purpose (See each section below). In addition, the data were also coded for the enjoyable episodes (Dewaele & MacIntyre, 2014), including teacher, peers, classroom atmosphere, and learner-internal factors, to identify the effects of the contextual and internal factors on the skills-related enjoyment in FL classes. These measures have been extensively used to code data in previous emotion research.

Conducting interrater reliability tests helped to ensure that the coding and theme development were not biased by the personal perspectives of a single researcher (Guest, MacQueen & Namey, 2012). Moreover, it indicated consistency and reliability in coding and theme development, increasing the analysis's credibility and trustworthiness. Additionally, they contributed to the rigour and systematicity of the data analysis, ensuring that no individual biases were introduced. Therefore, to accomplish this, statistical analysis using Cohen's kappa was used to assess coder reliability using SPSS. A PhD student was asked to code the data independently, compare the results, and ensure they were consistent.

In this study, a detailed intercoder reliability process was implemented to minimise subjective bias and ensure the consistency of the themes and codes developed. The coding aligns with the rigorous procedures for systematic coding suggested by Révész (2023). The second coder has significant knowledge of emotion research, which was important in reducing errors and obtaining valuable feedback (Révész, 2023).

In terms of coder training, before starting the independent coding, a description of the research and a thorough discussion of the coding scheme was employed (Révész, 2023). This allowed both coders to apply the same codes to the data consistently. The coders independently coded 30% of the datasets (Lopez-Serrano et al., 2019), compared the results with the primary researcher's code, discussed any discrepancies, and resolved them. Following this, further subsamples were selected and several rounds of intercoder checks were conducted, resolving any differences through discussion and refining the coding scheme as necessary. These reviews were necessary to approach a high level of consistency.

The coding of the rest of the sample included all data sources, including open-ended responses, SSIs, SRIs, and classroom observations. Unlike many studies that double-code only a subset of the data (typically 30%) (Lopez-Serrano et al., 2019), we took a more comprehensive approach by double-coding 100% to enhance reliability and thoroughness.

Regarding the disagreements between the coders of the primary coding, some categorisations were changed if the segments were irrelevant or misinterpreted the coding scheme. However, some categorisations were included in the analysis as the aim of the reliability was to report an acceptable level of agreement between the coders. That was also considered to avoid coders' bias (Révész, 2023).

Moreover, Landis and Koch's (1977) guides were used to interpret kappa values. According to their guidelines, values ranging from 0.0 to 0.2 signify slight agreement, 0.21 to 0.40 indicate fair agreement, 0.41 to 0.60 indicate moderate agreement, 0.61 to 0.80 indicate substantial agreement, and 0.81 to 1.0 indicate almost perfect or perfect agreement. Several steps were followed to clarify ambiguities, ensure clarity, and improve consistency, including a discussion of coding guidelines between the raters, refining the coding scheme and segmentation criteria. However, the complexity of the coding scheme itself contributed to some discrepancies, as accurate distinctions were more challenging to consistently apply across the raters. Thus, although regular checks and recalibration of raters' interpretations helped to mitigate discrepancies, there were some themes' scores that revealed fair agreement between the raters. These scores were acceptable due to the complexity of the coding scheme (see the sections below for the kappa values).

Additionally, the analysis of the open-ended questions, SRIs and SSIs included code frequency comparisons. The different codes were compared according to their frequency of occurrence. This contributed to identifying patterns and trends in the data and can help to validate the defined themes (Guest, MacQueen & Namey, 2012) as more evidence for the validity of a theme if a particular code was found frequently across many different data sources. Therefore, all main themes were assigned numerical values to be efficiently quantified (Dörnyei, 2007).

The data collected from classroom observations were not analysed based on frequency. This is because the codes used to categorise the data were focused on identifying skill-related enjoyment factors of in-class activities. Therefore, analysing the frequency of these codes may not provide any additional insights beyond what was already captured through qualitative analysis. The emphasis was instead on providing a comprehensive

qualitative interpretation of the data obtained from classroom observations, as discussed earlier in the instrument section.

Students' responses to the open-ended questionnaire, SRIs, and SSIs, as well as the classroom observation sources, were analysed and coded separately. After coding the data and deciding on the final themes, combining the themes and triangulating of the multiple sources were considered to support the analysis. The themes identified from the open-ended questions were compared to those of the interviews to ensure reliable and robust outcomes.

In terms of the selection of quotes, this study focused on selecting quotations that represented diverse viewpoints and patterns relevant to the research objectives. In addition, quotations that succinctly illustrated the research findings were selected instead of those that just stirred up controversy (Eldh et al., 2020). A diverse range of participants' voices was incorporated into the quotations to ensure an inclusive representation and to symbolise robust patterns within the data (Lingard, 2019). Moreover, three types of quotations were used based on Creswell and Poth's (2016) classification to serve distinct functions as part of reporting the analysis and results. The discrete quotations contributed diverse perspectives, the embedded quotations contained brief quoted phrases that could signify shifts in the text, and the longer quotations provided a richer understanding of complex concepts.

Classroom Observation. The six stages of Clarke and Braun (2017) were used to conduct a thematic analysis of the classroom observation audio recording, field notes, and checklist. First, the data phase included listening to the audio recordings of the teaching sessions, reading the field notes, and analysing the checklist to understand the topic. It should be noted that since all the notes and the classroom instructions were taken in English, translation was not needed.

Following that, the data set was first divided into comprehensive units of analysis, and then each segment was coded (Geisler & Swarts, 2019). As a first step in selecting a unit of

segmentation, it was important to identify a salient difference across contrasts in each observed lesson. Considering that the primary objective was to identify distinct incidents of the lesson that can contribute to or reflect enjoyment among the students that occur before, during, and after the implementation of classroom activities, the first step was to review the data for events of particularity to teacher practices, descriptions of student behaviours, and characteristics associated with the activity. The goal of this process was not to define enjoyment but rather to observe the unit of language, including moments that generated enjoyment and information on the duration of the enjoyable episodes.

A segment was chosen based on the topics of instances related to enjoyment. Therefore, each lesson's texts (observation notes and transcriptions) were divided into segments, which included distinct topics pertaining to the students and teachers, descriptions of the classroom as a whole, skills and descriptions of the classroom activities or any phase of the lesson where enjoyment-related factors were present. The units of analysis were sentences or clauses that included contributing factors to student enjoyment. For instance, a segment starts with a description of the students concerning a specific topic and end when the topic ends. Another segment starts with the students' concerns about a different topic.

As part of the analysis, the units of analysis were reviewed to determine which appears to contain the enjoyment-related factors. A file was then generated that contained a paragraph break between each unit. All segments ($N = 116$) were entered and organised in an Excel sheet before being imported into an SPSS file.

For each segment, several variables were created to enter the session number, the time (i.e., one or two) when the session was observed, the teacher ID numbers (i.e., for anonymity purposes), and the course level or grade (i.e., first, second, or third). Table 16 provides an overview of the classroom activities that were observed.

Table 16*Descriptions of the Skills and Classroom Activities of the Observation Sessions*

Session	Skill	Activity	Time	Teacher	Course	Observed students
First session	Speaking	A discussion activity: Talk about personality characters	1	T1	3	S.1 Whole class
	Listening	Listening to discuss activity	1	T1	3	S.1 Whole class
Second session	Speaking	Discussion about using technology for communication	1	T2	2	S.2, S.3 Whole class
Third session	Speaking	Individual presentation (food and giving advice)	2	T1	1	S.4 Whole class
	Writing	Writing a paragraph about giving advice or an email	2	T1	1	Whole class
Fourth session	Speaking	Individual presentation(food)	2	T1	2	S.5 Whole class
	Writing	Write about a topic of interest to the students	2	T1	2	S.8 Whole class
	Speaking	Speaking dialogue about ordering food in a restaurant.	2	T1	2	S6 Whole class
	Speaking	Describe the directions to a room in the school.	2	T1	2	S7 Whole class

Four main themes were identified deductively and inductively from the 116 segments, including 1) skill-based classroom activities, 2) positive activity characteristics, 3) engagement and positive aspects and behaviours, and 4) teacher characteristics, 5) negative aspects of the classroom.

The preliminary codes were deductively developed to determine what classroom activities had been implemented in the observed sessions. The 116 segments in 4 practical lessons were coded into speaking, listening, and writing categories. The frequency with which each activity was performed in each observed session was an essential aspect of the data for understanding the study's key focus, research objectives, and quantitative findings.

The activities were recorded, and the "classroom activities" theme was created. It was then necessary to revisit the audio recording, field notes, and checklist and inductively code the data. Once an initial set of codes was identified, they were organised into themes to better capture any recurring themes or trends observed. Themes were examined to ensure they conveyed the meaning of the codes and were defined independently to represent their essential qualities clearly and succinctly.

Following this, the themes were analysed and interpreted to see how they made sense in light of the research objectives and quantitative findings. Thus, the data were explored to search for pieces to reinforce the conclusions. Accordingly, the four themes were found to be aligned with the research aims and can provide comprehensive insights into the statistical results. The exact segment was allocated to multiple themes following Kuckartz's coding process (2014).

The coding process for the theme "positive activity characteristics" involved, first, separately coding the activities performed by the students based on the activity's characteristics as follows:

1. High collaboration: if the activities involved group or pair work to answer the questions (e.g., *"listening to discuss and talk about personality characteristics."*)
2. Low collaboration: if the activity was one where students worked independently rather than in groups or pairs. (e.g., *"individual presentation"*.)

3. High control: when the students were responsible for determining which activities they could participate in and plan their activities themselves. Students can interpret and approach the activity as they see fit, as the teacher provides minimal guidance or instruction (e.g., *"Write about a topic of interest to the students"* additionally when their responses referred to having the ability to influence or determine the outcome of a task through their efforts.
4. Low control: When students are required to listen and follow instructions, the teacher is the principal source of information (e.g., *"Teacher asks the questions, sets the tasks"*). Moreover, when they do not have a great deal of control over the outcome of a task, despite their efforts and abilities, it is the feeling that they are powerless to influence the result.
5. High creativity: If students were allowed to use their creativity and originality to provide multiple possible solutions or answers. (e.g., *" Discussion: Talk about personality characters."*)
6. Low creativity: When the students need to recall information or use specific language features to respond to the question. The activity is very structured and only permits a little creativity.
7. High authenticity: if the activity puts the students in circumstances where they must use the language to convey the meaning without focusing on specific language aspects. Authenticity refers to the extent to which an activity is relevant, meaningful, and connected to real-world experiences and contexts. Students' lives and experiences were relevant to the activity (e.g., *" discussion: Talk about personality characters."*). Authenticity refers to the extent to which a task or activity is relevant, meaningful, and connected to real-world experiences and contexts.

8. Low authenticity occurs if the activity does not put students in a communicative context or has them use language in a way that could be more meaningful to them. Students' lives and interests are irrelevant to the activity (e.g., "*The task asks about changing the form of the verb*").

Second, all activity characteristics were assigned under one theme, "*Activity characteristics*". The specific characteristics of the activities were essential to be reported separately because they support the research objectives and quantitative findings. Thus, the frequency of each sub-theme of the activity characteristics was reported for further interpretation.

The theme "*engagement and positive aspects and behaviours*" included segments that indicated descriptions of students' engagement, such as "*paying attention*", "*focused*", "and "*active and voluntarily participating*". For example, "*Most of the students were leaning forward in their seat and making notes.*". Moreover, descriptions of students' positive behaviours, such as "*laughing at teachers' jokes*", or "*smiling*" were also coded to this theme (e.g., "*The students were smiling and nodding along to the teacher or classmates*").

Regarding "*teachers characteristics*", all the episodes describing the teachers' positive practices, personalities and behaviours in relation to the classroom activities were assigned to this theme (e.g., "*The teacher praises the students when they do the activities*").

Segments describing the students as "*withdrawn*", "*sleepy*", and "*worried*" were coded as "*Negative aspects of the classroom*". For instance, "*A few students are falling asleep, and some are yawning. A few students are playing with objects on their desks at the of the lesson.*" And "*Some of them looked worried and were preparing to present. They are tapping their feet or fingers or appear restless.*"

Inter-rater reliability was assessed to determine whether the two raters agreed on the coding for themes. Cohen's κ was calculated for the five themes to assess the level of

agreement (Landis and Koch, 1977). The results showed fair agreement for skill-based classroom activities ($\kappa = .305$), substantial agreement for positive activity characteristics ($\kappa = .718$), perfect agreement for engagement and positive aspects and behaviours ($\kappa = .974$), teacher characteristics ($\kappa = .900$), and negative aspects of the classroom ($\kappa = .943$).

The final report of the findings, which includes a discussion of each theme and data examples to support the interpretation, is offered in the chapter on the results.

Open-ended Questions. The responses to the open questions were analysed using the thematic analysis approach. They asked students to describe their feelings about specific classroom activities in their English classes, which were very enjoyable.

The first step in this process was translating the responses from learners' L1 (i.e., Arabic) to English to analyse the data effectively. Data management, coding, and analysis were done manually in the SPSS file. The translation was conducted by the researcher, who is a native speaker of Arabic and an experienced English language teacher. It should be noted that the translation of the responses was done cautiously to eliminate any risk of misinterpreting the actual meaning. Hence, in order to ensure the accuracy of the translation, a bilingual English-Arabic speaker who is also an English teacher has been asked to read randomly selected sections of the translated responses to ensure that they reflect the meaning of the Arabic transcripts.

The 105 responses to the description of the enjoyable activities question were coded into four broad themes: a) enjoyable skill-based classroom activities, b) positive activities characteristics, c) positive aspects and experiences, and d) other. These themes have been defined based on inferential, holistic and extensive interpretations of the data rather than emerging from a few prominent episodes (Clarke & Braun, 2017).

During the translation phase, all the responses were read repeatedly. Thus, the researcher became familiar with the content of the data. Following translation, the responses

(N = 105) were first coded based on four skill-based activities: speaking, reading, listening, and writing. Inspecting them closely and examining how frequently the respondents reported each of the skills was essential to provide transparent information about aspects related to the study's main topic, research questions, and quantitative results. Codes for language skills were constructed following the standard four-skills model: speaking, listening, reading and writing (Council of Europe, 2001).

Four binary variables were created in the SPSS platform for each one of the skills: speaking, listening, reading and writing. The coding varied based on the responses. The coding process was straightforward if the participants named the skill (e.g., speaking) they liked rather than specifying the name (e.g., photo description). In such cases, the segment was allocated to the skill theme. In other cases, the participants reported the name of the activity where there could be some skill overlap within a given activity. The activity was then coded to a specific skill theme based on its prominent outcome and the skill to which it is assigned in the coursebooks. For instance, based on the school's materials, listening to discuss a topic is a listening activity and not a speaking activity. Moreover, if the responses referred to more than one skill, they were allocated into different categories. For example, if the response included a discussion and reading a text, it was assigned to speaking and reading categories.

For each participant, the activity was coded using the value one and entered in the specific skill within that activity, and the 0 value was given for the rest of the skills. For responses in which the students did not report any particular activity, the 0 value was entered in the four skills. Any language activities, including grammar and vocabulary, were coded given the value 1 in the 'other' categories. The broad theme 'skill-based activities' was then created, collectively comprising the four skills codes.

Once the skill-based activities were developed, the scripts were inductively noted for the preliminary ideas and to systematically code and classify data's most intriguing

characteristics across the whole dataset. A nominal variable was created to enter the codes and the keywords in every response. The codes were then assigned into themes, and all information pertaining to each theme was collected. A numerical variable was created for each theme so the values of 1 or 0 could code each response. In some cases, the same response was coded into two categories if there was an overlap in its underlying meanings. For instance, S69, "*I had fun. I laughed a lot when I acted out a funny scene with a friend*", was coded twice with 1 for the theme of "*positive aspects and experiences*", 1 in the "high collaboration" theme and 0 in the other categories.

The theme "positive activities characteristics" involved coding all responses into the eight characteristics reported in the previous section, including a) high collaboration, b) low collaboration, c) high control, d) low control, e) high creativity, f) low creativity, g) high authenticity, and h) low authenticity.

Moreover, this theme included other qualities that were found common among the learners, such as "*games and competitions*" and "*interesting topics*". In terms of "*games and competition*", students' descriptions of any activity were coded in this theme if they stated straightforwardly the words "*competition*" (e.g., S128 "*Competitions in solving activities*"), "*game*" (e.g., S64: "*Meeting to solve questions in a game*"), or they mentioned a game name such as "*Kahoot game*" (S29).

The episodes were coded as "*interesting topics*" if the students described the activities as enjoyable because the topics were engaging, funny, or personalised. For example, S124 stated that she enjoyed the activity because of the personal topic: "*...When I talked about myself of what I would become when I grew up.*"

A Phrase or an episode was coded as "*positive aspects and experiences*" if:

(a) it refers to moments of humour and fun in the classroom where students participate in various activities. Most of the answers included words such as funny, amusing,

enjoyable, happy, jokes, and laugh. For example, in S69, *"I had fun and laughed a lot when I acted out a funny scene with a friend."*

(b) *It indicates that the students enjoyed their time in the classroom because they find the material and activities engaging and fascinating (e.g., S10 "Acting and roleplay were very interesting and amusing").*

(c) *The students mentioned a sense of safety and comfort in the classroom, free from anxiety and stress, as this indicates a positive learning environment. (e.g., S82: "I like those moments when the whole class interact with the teacher because my tension and fear are reduced").*

A theme "other" was created to include all responses unrelated to the other categories. These responses did not include frequent responses and did not fit the overall focus of the analysis.

Once the themes were created, validating them by comparing them to the coded extracts and the whole data set was vital. Following that, the revision was carried out to fine-tune the details of each theme and the overall content the analysis conveys that might result in unambiguous definitions and titles for each theme. The themes were then examined and reviewed in relation to the research questions and quantitative outcomes.

To ensure that the themes were reliable, inter-rater reliability was carried out to determine if there was an agreement between the two raters' decisions on their coding for themes. Thus, Cohen's κ was calculated for the six categories. There were substantial agreements: enjoyable skill-based classroom activities ($\kappa = .725$), positive activities characteristics ($\kappa = .706$), positive aspects and experiences ($\kappa = .657$), and other ($\kappa = .766$).

Interviews. The recorded stimulated recall interviews ($N = 8$) and semi-structured interviews ($N = 10$) were transcribed using the FENEK AI tool. The audio recordings were then played to revise the outputs and edit the errors and incorrect words. The interviews were

employed in Arabic, so they were all translated into English. The researcher conducted this with the help of English dictionaries to ensure the best possible accurate translation. Cautions were considered in choosing the English words aiming at words and phrases that serve as the best equivalents to the Arabic transcripts reflecting the intended meanings of the learners. The same procedure administered to the open-ended questions was applied to the interview transcripts in terms of the accuracy and reliability check by the bilingual teacher.

When analysing both SRIs and SSI data, a segmentation approach was used to explore specific topics or themes (Geisler & Swarts, 2019). This approach involved segmenting the data into comprehensible units based on the questions asked during the interviews. Each response to a specific interview question was considered a segment. Additionally, the data was further segmented into comprehensible units based on natural breaks or transitions in the conversation, significant events or topics discussed, or shifts in the interviewee's narrative. This was necessary because follow-up questions asked during the interviews sometimes led to a change in topics. Organising the data in this way allowed for the maintenance of a structured framework for exploring specific topics or themes in the data.

All segments were uploaded to ATLAS, a tool to code and analyse the data. The thematic analysis was conducted by following Braun and Clarke's six-phase processes (2006). The transcripts were coded by highlighting the words or phrases related to the research questions and findings. Hence, the deductive approach was first employed to identify the enjoyable classroom skill-based activities, the characteristics of the activities that contributed to students' enjoyment, and the descriptions of the levels of the students' enjoyment throughout the academic year. The data were coded inductively to identify other enjoyable aspects or factors for the students about the skill-based activities.

Stimulated-Recall Interviews. Participants' comments ($N = 130$) to the questions were grouped into five themes: a) enjoyable skill-based activities, b) positive activity

characteristics, c) engagement, learning progress, and positive experiences, d) teacher-effective characteristics, and e) students' emotional- and self-regulation. The themes were reviewed to determine whether they were associated with the research questions and the questionnaire findings and to ensure that the labels applied to each theme referred to accurate, precise, and well-defined concepts.

The activities were coded according to four language skills as part of the research objectives. The activities that were performed by the students, which the researcher observed in the classes, were identified as enjoyable activities if they were described as fun, exciting, entertaining, and joyful. Moreover, the activities the students described as enjoyable in the general English classes were also assigned into the same theme. Then, all reported classroom activities were allocated into one of the four skills if they were both specifically named or performed in the observed classes (e.g., S.4 "*presentation*") or generally reported (e.g., S.4 "*listening activities are nice*") without specifying the name of the activity.

In order to code the responses for the theme of "positive activities characteristics," two coding phases were required. Initially, the coding was based on the characteristics of the activities described previously: a) high collaboration, b) low collaboration, c) high control, d) low control, e) high creativity, f) low creativity, g) high authenticity, and h) low authenticity. Thus, the responses were assigned to this theme if:

- a) The students were asked why they enjoyed a particular activity they performed during the observed classes. To illustrate, "S.8" wrote a paragraph about food ingredients and was asked why she enjoyed it. She said: "*I felt that this enabled me to improve in the English language and to produce ideas that were new to me.*").
- b) Students described specific activities and skills using one or more of the abovementioned qualities (e.g., "*I like to write stories because I can talk about my life*" (S.6).)

They mentioned that certain qualities led to more pleasant classroom experiences (e.g., *"I like group work because I can have different opinions and choose the best one."*(S.9)). It should be noted that all episodes that were allocated to each code or each quality were perceived as pleasant or favourable qualities by the participants.

A second step involved coding other aspects of skill-based activities that resulted in enjoyment and did not fall into the previous categories. Among the qualities of the activities were exciting topics and competition. Responses including these qualities were categorised as "interesting topics" and "games and competitions". All the responses then were assigned to the broad theme of "positive activities characteristics".

"Engagement, learning progress and positive experiences" was assigned to a segment if a student indicated that they enjoyed or liked a particular activity because they had the opportunity to actively participate in it (e.g., S.2 *"I was happy that I knew the answers to all the questions, and I was the only one who was participating all the time."*). Moreover, the students recognised that the activities contributed to their development of English language skills and knowledge and improved their sense of accomplishment (e.g., S.7: *"I got excited to learn more and improve my knowledge."*). Also, segments involved expressing the positive emotions that the students experienced associated with the activities, specifically in the observed classes or generally in English classes (e.g., S.4: *"I felt that I was finally relieved. It was a burden, and I was relieved of it and felt relaxed getting it done."*).

Responses were classified as "teacher effective characteristics" based on teacher practices, competence, a positive attitude, encouraging feedback and praise, support, and scaffolding (e.g., S.7 *"the teacher's style, and her interaction with us"*).

The theme of "emotional regulation" included descriptions of the performance of the observed students in the classes before, during and after activities. Moreover, it contained

other emotional experiences of the other English courses during the same year. The episodes involved the students' comments on a) their negative emotional triggers and responses, such as anxiety, boredom and fear (e.g., S.5 " *I was nervous to start; I was worried about forgetting what I had prepared.* ") due to the challenging aspects of the tasks or the classroom environment, and b) how they developed strategies to manage them effectively, or what factors helped them to mitigate the unpleasant emotions and eventually experienced enjoyment that was caused by the task achievements.

An inter-rater reliability test was conducted to determine whether the two raters agreed on the themes. Thus, Cohen's κ was calculated for the five categories. There were fair agreements between the two raters in enjoyable skill-based activities ($\kappa = .408$), positive activity characteristics ($\kappa = .493$), engagement, learning progress and positive experiences ($\kappa = .430$), and a substantial agreement in teacher-effective characteristics ($\kappa = .876$), and a moderate agreement in emotional regulation ($\kappa = .649$). Therefore, the themes remained, with no further changes needed.

Semi-structured interviews. The responses of each participant were coded into five broad themes based on 169 segments: a)-enjoyable skill-based activities, b) positive activity characteristics, c) student engagement and learning progress, d) teacher effective characteristics, and e) enjoyment dynamics. The themes were reviewed to determine their association with the research questions and questionnaire findings and to ensure that labelling each theme refers to an accurate, precise and well-defined concept.

The coding of the activities was specific to the four language skills to serve the research objectives. The activities described as fun, exciting, entertaining, and joyful were identified as enjoyable. Then, all reported classroom activities were allocated into one of the four skills if they were both specifically named (e.g., "*individual presentation*") or generally reported (e.g., "*I enjoy listening.*") without specifying the name of the activity. Any other

activities provided by the students were reported in the 'other' theme for description analysis only.

Data on the "positive activity characteristics" theme involved coding the responses in two phases. First, the coding was based on the characteristics of the activities that were described in the previous section: a) high collaboration, b) low collaboration, c) high control, d) low control, e) high creativity, f) low creativity, g) high authenticity, and h) low authenticity. Thus, the responses were assigned to this theme if: a) the students named specific activities or skills and described them by one or more qualities. For example, "S.3" answered, "*The photo description is lovely, and I like to do it as I feel creative*"; b) They reported that certain qualities contributed to more enjoyable learning experiences about classroom activities in general (e.g., S.9 "*The activities that ask us to express something or give an example about a real-life situation.*"). It should be noted that all episodes that were allocated to each code or each quality were perceived as pleasant or favourable qualities by the participants.

Second, we coded other aspects of the skill-based activities that led to enjoyment and did not belong to any of the previous categories. The qualities included interesting topics, competition, the length of activities, and the degree of difficulty. These responses were categorised into "other activities characteristics."

Regarding "student engagement and learning progress", an episode was coded under this theme if the students stated that they enjoyed or liked a specific activity because they had opportunities to participate actively. Suppose the students realised that the activities contributed to the development of their English language skills and knowledge and improved their sense of achievement in mastering the FL (e.g., S.6 "*It is fun for me because I am learning a new language, so I can speak English and gain experience from other students.*").

Responses were coded to "teacher effective characteristics" if they included pleasant learning experiences during the classroom activities due to teacher practices, competence, personality, positive attitudes, encouraging feedback and praise, support, and scaffolding (e.g., S.10 "*I felt so good that when the teacher praised me.*")

The "enjoyment dynamics" theme contains learners' descriptions of learners' enjoyment regarding two main aspects: the levels of enjoyment, the change of enjoyment over time, and reasons for that change. Responses were coded under this theme if:

- a) Learners described their level of enjoyment in general English classes in terms of intensity (extreme, high, moderate).
- b) Learners stated that their enjoyment levels changed over time (i.e., increased, decreased or remained stable).
- c) Learners explained the reasons for their enjoyment levels and their variations over time.

Understanding the dynamics of enjoyment was vital to support and provide a more in-depth understanding of the longitudinal quantitative findings of the study.

To ensure the reliability of the themes, inter-rater reliability tests were conducted to determine if there was agreement between their decisions on the five themes. Cohen's κ was calculated for the five themes. The agreements were substantial for the themes of enjoyable skill-based activities ($\kappa = .726$) and teacher effective characteristics ($\kappa = .738$); they were moderate for the student engagement and learning progress ($\kappa = .606$) theme, the enjoyment dynamics ($\kappa = .487$) theme and the positive activity characteristics ($\kappa = .574$) theme.

Combining the Themes of Open-ended Questions, Stimulated-recall Interviews, and Semi-structured Interviews.

Based on the previous analysis of the different qualitative data sources, it is evident that there were similar themes across the dataset. Thus, the decision was made to combine the

themes of the open-ended questions, stimulated recall interviews, and semi-structured interviews because they represented similar experiences and perspectives and allowed us to identify overarching themes relevant to the research questions.

The following steps were used to combine the themes. The frequency of the codes for each theme was computed using the SPSS platform.

First, the themes of "enjoyable skill-based activities" from the three data sources were combined, and each of the subskills included speaking, writing, listening, and reading.

Second, each of the eight qualities (i.e., low/high collaboration, control, creativity, and authenticity) were merged from the OEQ, SSI and SRI. Similarly, the themes "interesting topics" and "games and competitions" from the three sources were combined. Finally, all qualities, along with "other activities characteristics" from the SSIs. These were all added to the central theme, "positive activities characteristics".

Third, the themes "positive aspects and experiences" from the open-ended questions, "student engagement and learning progress" from the SSI, and "*engagement, learning progress, and positive experiences*" from the SRI were collectively put under the broad theme "engagement, learning progress, and positive experiences."

Fourth, the theme "teacher effective characteristics" from the interviews was merged too. Then, the theme "other" from the open-ended questions and the SSIs were also combined.

The central themes were "emotional regulation" and "enjoyment dynamics" from the SRIs and SSIs. These themes were unique in that they offered an invaluable understanding of the students' emotional dynamics. Furthermore, they highlighted the variations in their experiences that the common themes did not capture.

Coding Positive Specific Characteristics of the Activities From the OEQ, SRI and SSI Across the Four Skills. All the episodes from the stimulated recall interviews and semi-

structured interviews that contained specific classroom activities or skills and their descriptions were exported from ATLAS ti. Software into an Excel sheet and then imported to the SPSS tool. Each episode was coded numerically based on: a) the four skills (i.e., given a value of 1, 2, 3, and 4 for speaking, reading, listening and writing, respectively), b) collaboration (i.e., given a value of 1 or 2 for low or high collaboration), c) control (i.e., given a value of 1 or 2 for low or high control), d) creativity (i.e., given a value of 1 or 2 for low or high creativity), authenticity (i.e., given a value of 1 or 2 for low or high authenticity). The activities were assigned to the qualities according to the students' descriptions in the data. Thus, even if the activity involved collaboration (e.g., discussion), but the students did not report it as an enjoyable factor, it was not coded as collaborative. This was important to identify the qualities that contributed to more enjoyment than the others from the students' perspectives. The open-ended questions' responses did not provide such details, so they were not subject to the quality coding. Table 17 presents the final coding framework for the factors related the skills-related enjoyment.

Table 17

Final Coding Framework for Factors Related to the Skills-based Enjoyment

Theme	Subthemes	Example codes
Enjoyable skill-based activities	Speaking	Described as fun, exciting, entertaining, and joyful either by reporting the skill name or a specific activity' name.
	Writing	
	Listening, Reading	
Positive activities characteristics	High collaboration	Group or pair work to answer the questions.
	Low collaboration	Independent work rather than in groups or pairs.
	High control	Active participation. Plan activities performance. Minimal guidance or instruction from teachers.

	Low control	Following instructions Teachers as the principal source of information. Less control over the outcome. Limited options in the outcome.
	High creativity	Creativity and originality to provide multiple possible solutions or answers.
	Low creativity	Using specific language features to respond to the question. Structured activities.
	High authenticity	Using the language to convey the meaning without focusing on specific language aspects. Relevant, meaningful, and connected to real-world experiences and contexts.
	Low authenticity	Less involvement in communicative context or meaningful interaction. Using language in less meaningful to them. Less relevant to the students' lives and personal experiences or interests.
	Interesting topics	Engaging, funny, or personalised topics
	Games and competitions	Stated straightforwardly as a competitive activity. The word game is mentioned or a name of a game.
Engagement, learning progress, and positive experiences	Positive aspects and experiences	Moments of humour and fun in the classroom where students participate in various activities. Moments describes as funny, amusing, enjoyable, happy, jokes, and laugh. The material and activities engaging and fascinating. A sense of safety and comfort in the classroom, free from anxiety and stress.
	Student engagement	Having opportunity to actively participate in it
	Learning progress	Contributed to their development of English language skills and knowledge. Improved their sense of accomplishment.
Teachers' effective characteristics		Teacher practices, competence, a positive attitude, encouraging feedback and praise, support, and scaffolding
Emotional regulations		Performance of the observed students in the classes before, during and after activities. Negative emotional triggers and responses, such as anxiety, boredom and fear Developed strategies to manage them effectively.

Enjoyment dynamics	<p>Factors helped them to mitigate the unpleasant emotions and eventually experienced enjoyment that was caused by the task achievements.</p> <p>Level of enjoyment in general English classes in terms of intensity (extreme, a lot, moderate).</p> <p>Enjoyment levels changed over time (i.e., increased, decreased or remained stable).</p> <p>Reasons for their enjoyment levels and their variations over time.</p>
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Conclusion

This chapter provided an overview of the research design and procedure used in the study. A mixed-method approach was adopted to explore the dynamics of skills-related enjoyment and their predictors over time. The research design also focused on a triangulated approach to data collection using various methods and time intervals to allow for a comprehensive analysis of the research questions, construct validity, and reliability. A repeated survey was used as the primary tool for gathering longitudinal data. The data obtained from the surveys was supplemented by classroom observations, stimulated recall, and semi-structured interviews. Self-reported questionnaires were administered at the end of each academic term to measure skills-related enjoyment and contributing factors.

Pilot studies were conducted to ensure the accuracy and reliability of the data, and the survey items were tested using Cronbach's alpha. The thematic analysis was also tested for inter-rater reliability. Ethical considerations were taken into account during the research process. The research questions were answered using statistical analysis through RM ANOVA and LMMs, as well as thematic analysis. The statistical analysis procedure included data preparation, identifying missing data, testing assumptions, and constructing and comparing models. The thematic analysis involved coding, categorising, and merging data into themes, which was explained in detail.

Chapter 4

Results

Introduction

Following the convergent mixed-method approach, this chapter reports on the findings from analysing quantitative and qualitative data for each research question. The results are organised based on the research questions, and a summary of all results relevant to the questions is provided. This includes reporting the descriptive statistics and the results of the Repeated Measure Analysis of Variance (RM ANOVA) and the Multi-level Model (MLM) analyses. It also provides supporting evidence, such as tables, figures, and quotations. For the three quantitative research questions, triangulation of the sources was applied. Thus, the quantitative and qualitative results obtained from the open-ended question (OEQ), classroom observations, stimulated-recall interviews (SRIs), and semi-structured interviews (SSIs) are presented together. After reporting the statistical results, the recurring patterns and trends are discussed to support the quantitative research questions. Furthermore, the most noteworthy responses are highlighted, and direct quotations are provided as support. A summary of the results is provided at the end of the chapter.

RQ1. Are EFL Learners' Enjoyment of Speaking, Reading, Listening, and Writing Activities Different Each Semester?

The following sections present the findings of quantitative and qualitative group-level analyses that evaluated the enjoyment levels of each of the four skills. The quantitative data presents the skill-based enjoyment levels at three different terms during the academic years via surveys. Similarly, the qualitative data shows the enjoyable skills based on how frequently they were mentioned by the students throughout the same year using a variety of instruments, including an open-ended question (OEQ), classroom observations, stimulated

recall interviews (SRIs) and semi-structured interviews (SSIs). The students' comments about the enjoyable skill-based activities were explored to provide additional insights.

A series of one-way RM ANOVA was used to explore the participants' differences in skill-based enjoyment levels on each occasion. A one-way RM ANOVA with sphericity assumed revealed statistically significant differences in enjoyment of the four skills-based activities in T1 ($F(3, 399) = 3.923, p < .009, \text{partial } \eta^2 = .029$) (Table 18). The "Partial Eta Squared" indicates the effect size, which measures how much language skills explain enjoyment levels. In this case, the effect size has a value of 0.029, which is considered small according to Kirk (2013) and Kinnear and Gray (2010).

Table 18

Means, Standard Deviations, and One-Way Analyses of Variance in Speaking Enjoyment, Reading Enjoyment, Listening Enjoyment, and Writing Enjoyment

Measure	Speaking Enjoyment		Reading Enjoyment		Listening Enjoyment		Writing Enjoyment		F	Partial η^2
	M	SD	M	SD	M	SD	M	SD		
T1	1.83	1.02	1.99	1.29	1.64	1.25	1.80	1.26	3.93*	0.02
T2	2.18	0.68	2.02	0.89	1.94	0.85	1.95	0.95	2.07	0.03
T3	2.25	0.74	2.13	1.08	2.08	0.99	2.01	0.96	0.70	0.01

*** $p < .005$.

Further analysis was conducted using a Post hoc test to compare the enjoyment levels between the four language skills (i.e., speaking, reading, listening, and writing). Each comparison displays the mean difference between two language skills (I and J), standard

error, significance level (p-value), and 95% confidence range for the difference (Table 19). The Bonferroni correction for multiple comparisons was employed to account for the likelihood of Type I errors resulting from the running of multiple tests (Maxwell & Delaney, 2004). There were no significant differences in enjoyment levels between speaking and reading ($p = .611$), speaking and listening ($p = .334$), speaking and writing ($p = 1.00$), reading and writing ($p = .558$), or listening and writing ($p = .760$). Nonetheless, there was a significant difference between listening and reading enjoyment ($p < .003$), with listening enjoyment statistically significantly lower than reading enjoyment (-0.343 , $SE = 0.09$, 95% CI $-0.08, -0.60$, $p < .003$), but not than speaking or writing enjoyment.

Table 19

Pairwise Comparisons from One-way Repeated Measures ANOVA between the Four Skill-based Enjoyment in T1

(I)Skill-based Enjoyment	(J)Skill-based Enjoyment	Mean difference (I- J)	SE	Sig	95% CI for Difference a	
					Lower bound	Upper bound
Speaking enjoyment	Reading enjoyment	-0.157	0.095	0.611	-0.413	0.098
	Listening enjoyment	0.186	0.096	0.334	-0.072	0.444
	Writing enjoyment	0.033	0.101	1.000	-0.238	0.304
Reading enjoyment	Speaking enjoyment	0.157	0.096	0.611	-0.098	0.413
	Listening enjoyment	0.343*	0.096	0.003*	0.085	0.602
	Writing enjoyment	0.190	0.112	0.558	-0.111	0.491
Listening enjoyment	Speaking enjoyment	-0.186	0.096	0.334	-0.444	0.072
	Reading enjoyment	-0.343*	0.096	0.003*	-0.602	-0.085

	Writing enjoyment	-0.153	0.100	0.760	-0.420	0.114
Writing enjoyment	Speaking enjoyment	-0.033	0.101	1.000	-0.304	0.238
	Reading enjoyment	-0.190	0.112	0.558	-0.491	0.111
	Listening enjoyment	0.153	0.100	0.760	-0.114	0.420

Note. Based on estimated marginal means.

*. The mean difference is significant at the .05 level.

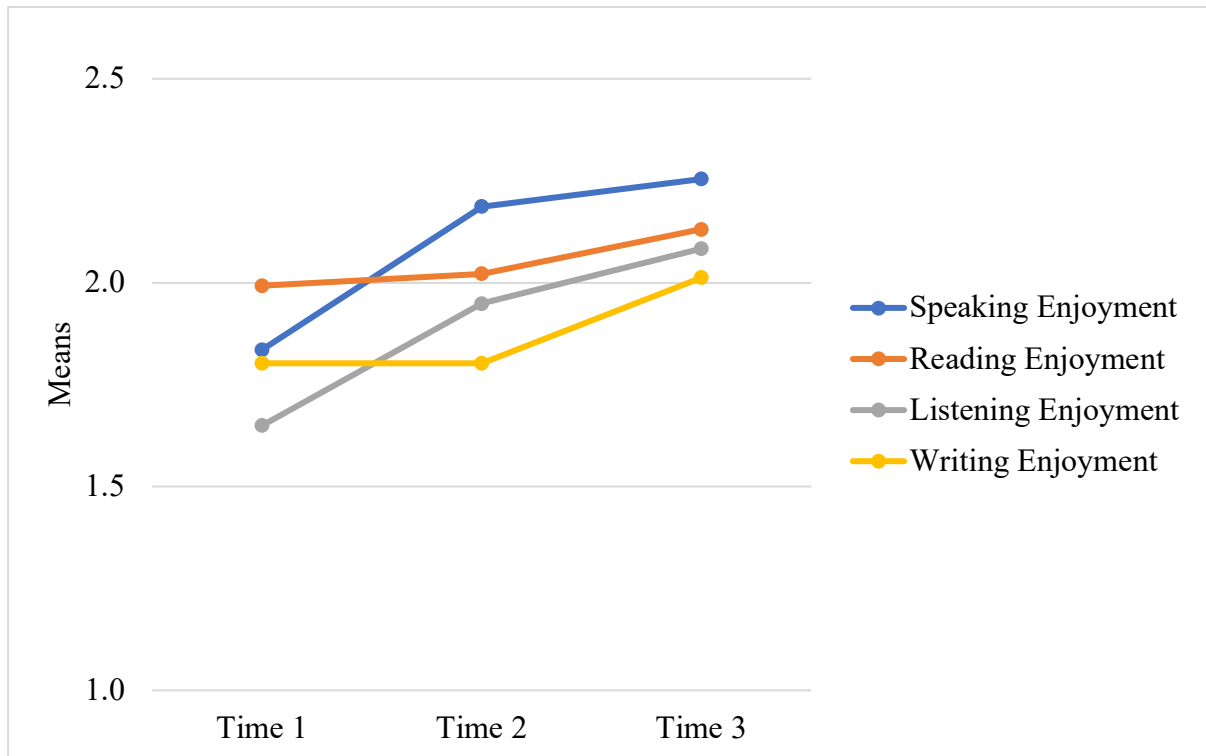
a. Adjustment for multiple comparisons: Bonferroni.

The one-way RM ANOVA on the second occasion with sphericity assumption did not show any statistically significant differences between the four skill-based enjoyment ($F(3, 201) = 2.07, p = .105$). A one-way repeated-measures ANOVA of the skills-related enjoyment with a Greenhouse–Geisser correction revealed no statistically significant difference during the third occasion, $F(2.47, 101.2) = .703, p = .526$. No further analysis was run because of the non-significant results. The results of the statistical analysis were contradictory to the three hypotheses. Thus, the hypotheses proposing that speaking enjoyment will be the highest in each timescale were rejected.

Overall, no statistically significant differences emerged between the enjoyment of the four skills in Times 2 and 3. Thus, the enjoyment of the four skills-based activities was fairly similar (see Figure 12). In time one, although the mean listening enjoyment was significantly lower than reading enjoyment, the small effect indicates a relatively minor and meaningful difference between them. The section below provides the findings from the qualitative analysis that reports on the most frequently enjoyable skills as perceived by the learners.

Figure 12

A Comparison of Mean Scores of Speaking Enjoyment, Reading Enjoyment, Listening Enjoyment, and Writing Enjoyment



Qualitative Results of the First Research Question

The qualitative data comparisons of the three sources showed similarities in the frequency of the enjoyable activities. As opposed to the quantitative data, the qualitative data (i.e., open-ended questions, SRIs and SSIs) revealed that speaking was the most enjoyable skill, followed by writing, reading, and listening. Based on the provided data by 404 responses (Table 20 and Figure 13), the most frequently enjoyable skill-based activity is speaking, which accounts for 62% (N = 94) of the total activities reported (N = 151, 37%). Writing follows at 17% (N = 26), reading at 15% (N = 22), and listening at 6% (N = 9).

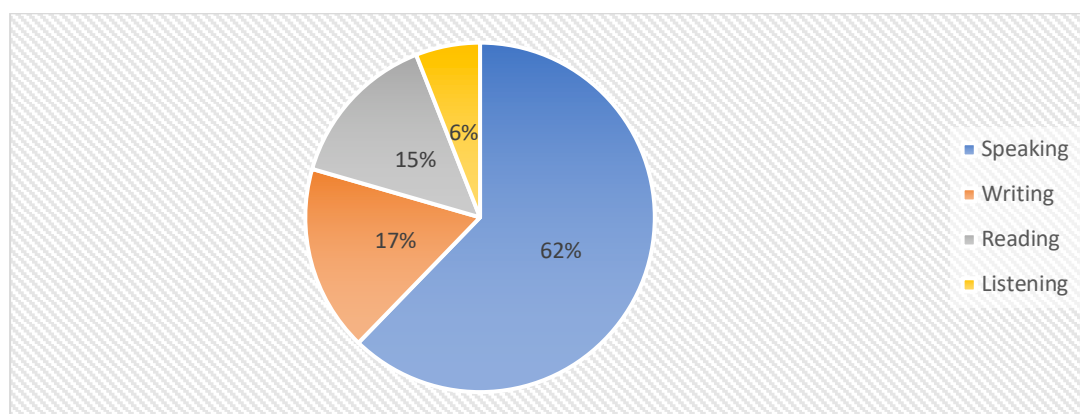
Table 20

Frequency of the Sub-categories of the Enjoyable Skills-based Activities Theme from the Open-ended Questions, SRIs and SSIs

Skill-based Activities	Frequency	Percentages
Speaking	94	62%
Writing	26	17%
Reading	22	15%
Listening	9	6%
Total	151	100%

Figure 13

Frequency of the Sub-Categories of the Enjoyable Skills-Based Activities Theme From the OEQ, SRIs and SSIs



Just over half (62%) of the enjoyable skill-based activities were speaking. The SRI datasets might slightly affect this number since six students were interviewed after the six observed speaking activities. Nevertheless, apart from those six speaking activities, the students frequently reported the skill as enjoyable in the three data sources, either in general or by naming specific types of activities. For example, when asked about the enjoyable activities in the classrooms, the participants expressed feelings of enjoyment when they participated in specific speaking activities such as group and individual presentations. As

“S.103” (OEQ) commented on the survey: “*I gave a presentation with my friends in the English language class, and I enjoyed it very much when I presented it.*” and another student (S.49, OEQ) replied, “*I enjoyed the class when I did a presentation and explained it to my classmates*”. One interviewee (S.1, SSI) felt that “*The most enjoyable activity is the individual presentation*”.

The students also enjoyed the group discussions either between the group itself or among the whole class and teacher as one interviewee (S.1, SSI) stated, “*... I always enjoy the class when it includes discussing general topics related to the lesson.*” “*Activities involving discussion, such as debates, are always enjoyable for me ...*”. Furthermore, discussions which included a touch of humour. As reported by “S.20” (OEQ) “*One of the most enjoyable activities is discussion among the groups and the teacher about a topic that might involve some funny responses.* Photo description was found to be an engaging speaking activity, as reported by “S.57” (OEQ), “*I like describing a photo because of the participation and enthusiasm of my classmates while describing the photo ...*”. One interviewee (S.5, SSI) referred to one of the most enjoyable experiences in the classroom when “*the teacher asked us to describe photos. It was very nice and interesting ...*”.

In terms of writing, it could have been more enjoyable than speaking. Nevertheless, learners still enjoyed it. Some students provided general likes for writing, such as “S.9” (OEQ) said, “*I like writing ...*” and “S.4” (OEQ) “*Writing is enjoyable ...*”. Others were more specific about the writing types whether it is to “*write a question*” (S.8, OEQ), “*writing a summary of the lesson*”, or “*writing a sentence or a script for a dialogue*” (S.4, OEQ). Writing personal stories was also favourable to some students. For example, the students “S.9” and “S.129” (OEQ) stated that they enjoyed the classes “*when [they] wrote a story about a personal event.*” and “*.... writing an essay about a personal event.*”. Similarly, “S.14” (OEQ) mentioned that “*writing a story made me feel enjoyment.*”

Reading (15%) was also considerably less enjoyable than speaking, while comparable to that of writing (17%). Learners enjoyed reading activities for a variety of reasons, including text types. “S.90” reported that she likes “*reading dialogue*”, and “S.107” responded, “*I like to read dialogues and stories in class...*”. The exciting content with a sense of humour was reported as the reason for reading enjoyment as “S.36” commented that she enjoyed the class when she “... *read a text and its content is interesting and contains some jokes and humour, questions are asked about that text randomly.*”

Listening was the least enjoyable skill out of all the activities, with a deficient percentage of 6%. The episodes comprising listening enjoyment from the interviews were very few and not very descriptive. For example, when asked about the specific enjoyable activities in the English classes, the interviewees replied: “*I like listening too*” (S.9), “*Listening activities are nice*” (S.4), “*I also like listening.*” (S.1), “*Even the listening is good.*” (S.6). Only one participant explained “*I prefer listening because I watch English movies and have strong listening skills, so I like it more.*” (S.2). Other extracts from the survey revealed that the learners enjoyed specific types of listening activities such as listening to match (e.g., “*Listening to text then match column A to B*” (S.86, OEQ)), listening to discuss (e.g., “*I felt fun while listening to stories, and explaining them briefly.*” (S.83, SSI)), and listening to complete the tables as “S.125” (OEQ) reported “*I was pleased when I listened to an audio clip and filled the table with the answers*”.

As can be seen in Table 21, the lessons of the observations (N=4) consisted of nine skill-based activities. Six out of nine were speaking activities, including “a discussion activity about people’s traits” (1st session), “a discussion about using technology for communication” (2nd session), “an individual presentation” (3rd and 4th session), “a dialogue about ordering food” (4th session), and “a description of a room in the school” (4th session).

Table 21*The Skill-based Activities of the Classroom Observation*

Classroom Activities	Frequency	Percentages
Speaking	6	6%
Writing	2	2%
Listening	1	1%
Total	100	9%

The analysis of the “engagement and positive aspects and behaviours” of the students can provide insights into the enjoyable activities as they consist of descriptions of the students’ behaviours and reactions during the activities.

The results from the classroom observations of the five sessions showed that most of the students were positively reacting during the speaking activities, which may indicate engagement and enjoyment on their part. The students’ behaviours, such as smiling and making eye contact with the teachers or peers, can reflect their feelings. Also, some of them were ready to present as they volunteered to start first. The students looked engaged as they were looking at the board. Moreover, when a student presented to the whole class, the other students were very engaged. These episodes can indicate the students’ feelings of enjoyment that was echoed by some students who were interviewed after the speaking activities and reported that “*After I started to speak, I felt great. [...] I was a little bit proud of myself [...] I was very happy that I managed to complete the speech*” (S.5, 3rd session). Another interviewee replied, “*I was very happy that I was able to answer, and that all the time, I was able to participate a lot with the teacher.*” (S.3, 2nd session). Other behaviours that can indicate enjoyment and engagement were when the students laugh at the teachers' jokes.

In terms of listening, only one activity was observed which included “Listening to discuss” activity (1st session). During the activity, the students were paying attention as they were leaning forward in the seats and listening actively. They were making notes and actively participating by answering the questions. There were some moments when they were smiling. The students’ behaviours indicated that they were finding the lesson engaging and interesting. One of the interviewees was asked immediately after the class about her feelings after she answered a question in the listening activity, she said “[...] *I felt a sense of happiness when I did it correctly*” (S.1, SRI).

The results of the writing session (i.e., session 4) involved some moments where the students looked engaged and focused. For instance, when the teacher was explaining the activity, the students were making notes on her instructions. During the activity, all the students were writing individually, and they looked engaged and focused. After the activity, some students volunteered to participate and share their essays to the whole class. It is clear that the students were paying attention and doing their best to complete the paragraphs. According to “S.8” (SRI) who was asked about her feelings about the activity, the activity was enjoyable as she commented, “*I felt excited because I was writing in English and learning a new language other than Arabic. Well, there was enthusiasm in it*”.

The negative aspects of the classroom (8.9%, 10) can provide a relatively holistic picture of what happened in the classrooms, as it is unrealistic to highlight the positive moments and completely ignore the negative aspects even though this study focuses on enjoyment. There were some incidents during the individual speaking presentation (i.e., the third session) when some students looked relaxed while others were not engaged or withdrawn. Also, a few students avoided eye contact with the teacher or classmates, whereas others looked worried before they presented. For example, they looked restless as they were tapping their fingers. Although these behaviours occurred in the class, they were not

prominent moments and did not last for a long time. They were just instantaneous moments. The prominent vibes of the classes were friendly and fun. The students were engaged and focused. Most of them were ready to present, volunteered to start first, were smiling or nodding along to the teacher or classmates and laughed at teachers' jokes.

Summary of the First Research Question

What emerges as the most important finding from the statistical analysis reported here is that the speaking was not the most enjoyable skill, as had been hypothesised in Chapter 2, compared to the reading, listening and writing enjoyment across the three timescales. On the contrary, the four skills were similarly enjoyable, specifically in times two and three. Moreover, despite the low levels of listening enjoyment in the first timescale compared to the three skills, this finding may be somewhat limited by the minimal effect size. In light of these findings, it is vital to highlight the importance of studying the enjoyment of the reading, listening and writing skills that have been disregarded compared to the speaking enjoyment. The findings of the qualitative analysis revealed a different picture. Among the four skills, what the students enjoyed most was speaking. The other skills, including writing, reading and listening, were less reported by the students as enjoyable. These results imply that the analysis at the individual level by interviewing the students and observing them in the classroom can provide a valuable and comprehensive understanding of their emotional experiences, insights that the statistical analysis may not capture.

RQ2. To What Extent Does the EFL Learners' Enjoyment of Speaking, Reading, Listening, and Writing Change Over Time?

This question seeks to investigate the changes in speaking, reading, listening, and writing enjoyment in terms of their overall trends (RQ. 2. A), within individual changes (RQ. 2. B), and between individual variations in the intercepts and slopes (RQ. 2. C). Four random intercepts and slopes Linear Multi-level Models (LMMs) were constructed, with each of the

skill-specific enjoyment added as the dependent variable, and Time (i.e., linear) was added as a fixed (RQ.2. A) and random effect (RQ.2. B and C). While the fixed effect of Time inspected the general tendencies of the students' skills-based enjoyment, the random effect of Time captured differences in the students' trajectories over Time. More specifically, it estimated how much of the variation in the skill-related enjoyment was explained by the differences between the students and how much it was due to the changes within the students over Time. Thus, this question addresses the students' skill-based enjoyment of general trends and intra- and inter-deviations from the general trends, which are answered in the following subsections.

RQ2. A. To What Extent Does the EFL Learners' Enjoyment of Speaking, Reading, Listening, and Writing Change Over Time at The Group Level?

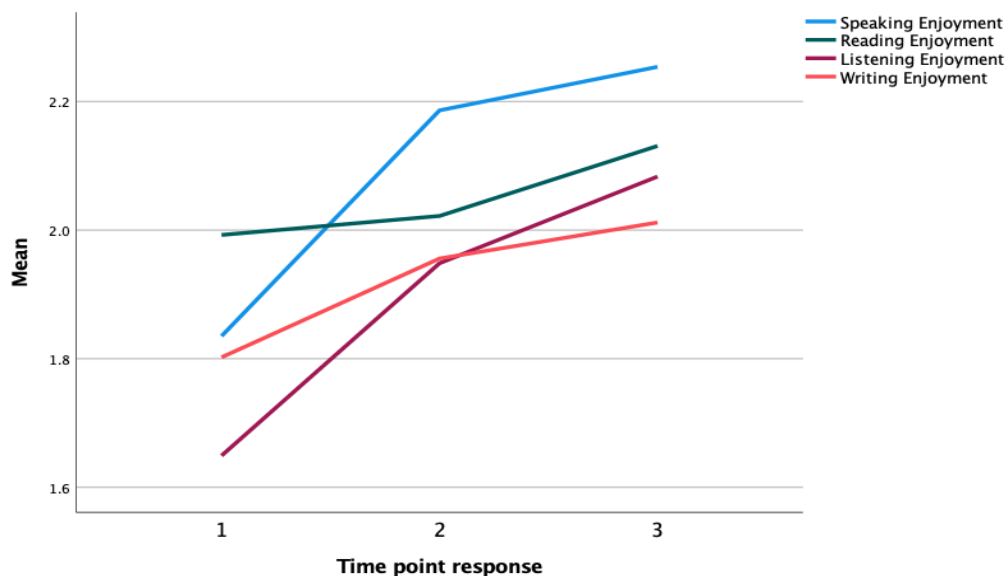
By adding Time as a fixed effect, the model captured the effect of Time at the group level. Based on the LMMs analysis, the results provided a strong support for the fifth hypothesis, confirming that speaking enjoyment increased over time. The LMMs indicated that Time significantly affected speaking enjoyment ($\beta = 0.115$, $SE = 0.060$, $p < 0.05$), with the positive estimate suggesting that mean speaking enjoyment increased over time for all the students (Figure 14). For the 'average' student, a 0.11-point rise is anticipated in the enjoyment of speaking for every time point.

Contrary to hypotheses (5, 6, 7), the statistical analysis did not reveal an increase in the enjoyment levels of reading, listening and writing overtime at the group level. Hence, the three hypotheses were rejected. The second LMM showed that no significant influence of time was found on the reading enjoyment ($\beta = -0.06$, $SE = 0.07$, $p = 0.37$). The third LMM of listening enjoyment revealed a non-significant fixed effect of time on the mean trajectory of students from T1 to T3 ($\beta = 0.06$, $SE = 0.08$, $p < .44$). Although Figure 4.3 indicated a

linear increase in the levels of writing enjoyment, the fourth model revealed no statistically significant fixed effect of time ($\beta = 0.03$, $SE = 0.08$, $p = 0.637$).

Figure 14

Means of Students' Speaking, Reading, Listening, and Writing Enjoyment at T1, T2 and T3



Reading, Listening, and Writing Change Within EFL Learners Over Time?

This question aims to model both within-students variations over Time by adding Time as a random effect. By allowing the average within-individual trajectory to fluctuate randomly around the fixed effects of Time and the other variables in the model, the random effect of Time depicted the within-individual variance over Time. The data analysis confirmed the four hypotheses (8, 9, 10, 11), indicating that the enjoyment of speaking, reading, listening, and writing increased over time. The models show that Time significantly impacted the four skill-specific enjoyments, demonstrating that the model explained a substantial proportion of the within-individual variance across time. Tables 22- 25 present the mixed-effects modelling analysis on factors affecting the four skill-based enjoyment. Figures 15- 18 provide an overview of the mean intra-individual trajectories of the students' skill-based enjoyment over time.

The model accounted for a significant amount of the within-individual variation over Time in speaking enjoyment ($\beta = 0.288$, $SE = 0.056$, $p < .001$), with the positive estimate suggesting that mean speaking enjoyment increased over time within the students. For the 'average' student, a 0.28-point increase in the enjoyment of speaking is estimated for every time point.

Figure 15

Individual Trajectories of Students' Speaking Enjoyment Over Time

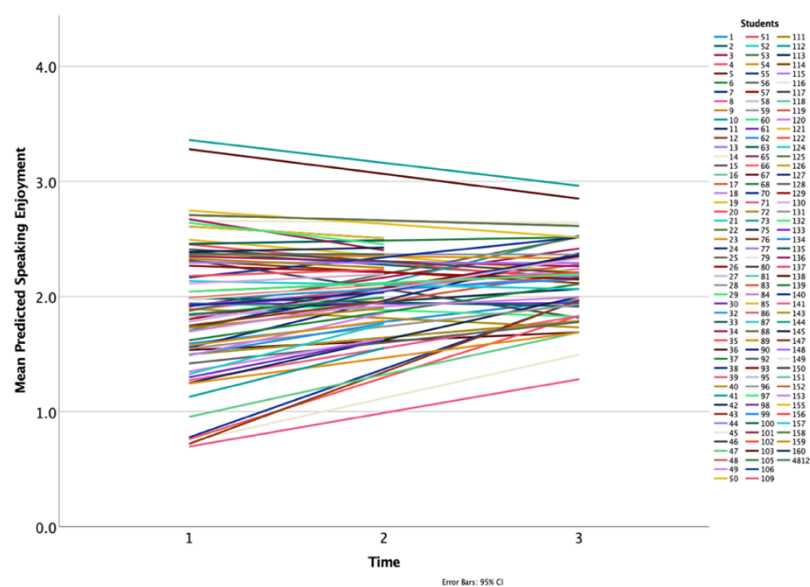


Table 22*Mixed-effects Modelling Analysis on Factors Affecting Speaking Enjoyment*

Parameters			β	SE	t	p
Fixed effects	1	Intercepts	0.895	0.209	4.272	< 0.001*
	2	Time	0.115	0.060	1.921	< 0.058*
	3	PMC Speaking Collaboration	0.292	0.088	3.303	< 0.001*
	4	PMC Speaking Control	0.047	0.107	0.443	0.658
	5	PMC Speaking Creativity	0.315	0.092	3.396	< 0.001*
	6	PMC Speaking Authenticity	-0.069	0.096	-0.718	0.473
	7	PM Speaking Collaboration	0.348	0.101	3.414	< 0.000*
	8	PM Speaking Control	-0.227	0.141	-1.605	0.110
	9	PM Speaking Creativity	0.329	0.129	2.542	< 0.012*
	10	PM Speaking Authenticity	0.041	0.114	0.360	0.719
Random effects			Variances	SE	z	p
		Time (Intercepts)	0.570	0.118	4.795	< 0.001*
		Time (slopes)	0.1735	0.072	2.387	< 0.017*
		covariance	-0.269	0.082	-3.245	< 0.001*
		Residual	0.288	0.0561	5.140	< 0.001*

Note. β = Estimate Standardized regression coefficient; SE=standard error; * $p < 0.05$; PMC = personal mean-centred of each factor predicts intra-learner variation; PM = personal means of each factor predicts inter-learner variation

The random effect of Time on reading enjoyment was statistically significant, showing large within-individual variability in the slopes across Time ($\beta = 0.550$, SE = 0.112, $p < .001$), with the positive estimate revealing that mean reading enjoyment grew over time

within the students. For the 'average' student, a 0.55-point increase in the enjoyment of reading is estimated for every time point.

Figure 16

Individual Trajectories of Students' Reading Enjoyment Over Time

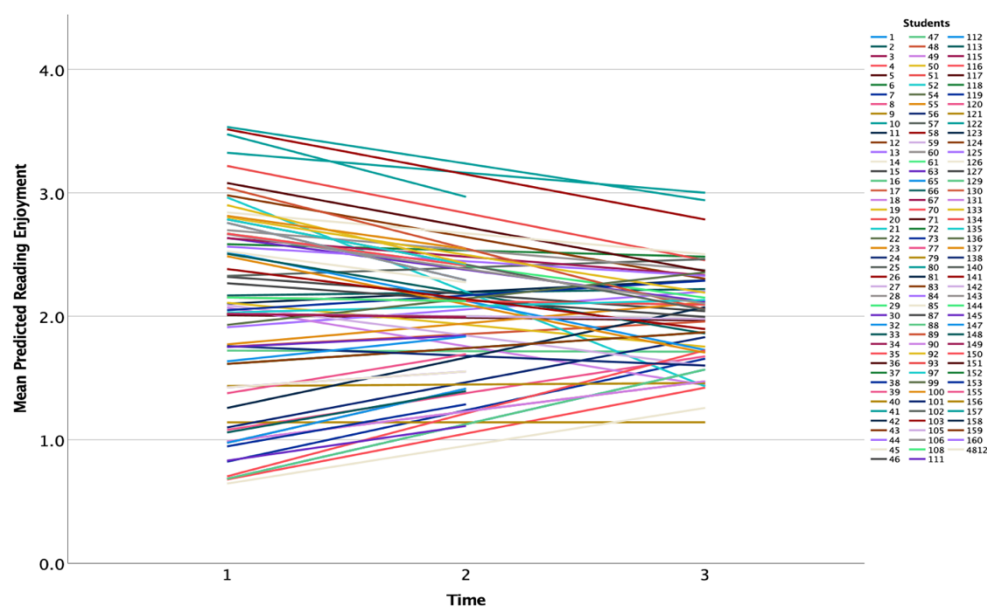


Table 23

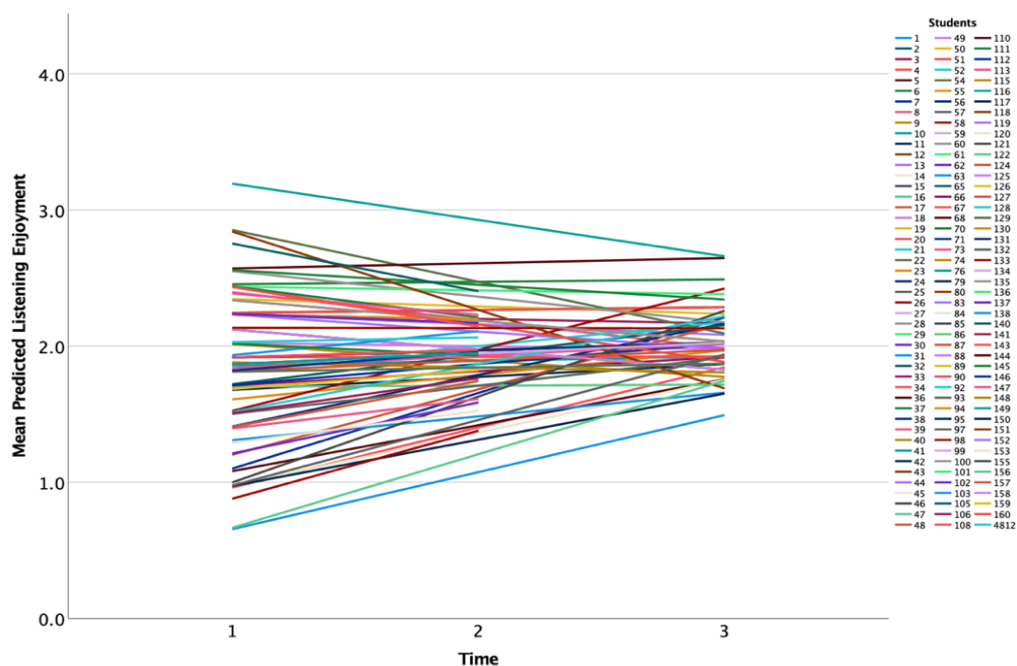
Mixed-effects Modelling Analysis on Factors Affecting Reading Enjoyment

Parameters			β	SE	t	p
Fixed effects	1	Intercepts	0.764	0.239	3.186	<0.002*
	2	Time	-0.068	0.076	-0.886	0.377
	3	PMC Reading	0.110	0.085	1.298	0.197
		Collaboration				
	4	PMC Reading	-0.047	0.140	-0.336	0.736
		Control				
	5	PMC Reading	0.380	0.124	3.052	<0.002*
	Creativity					
6	PMC Reading	-0.116	0.108	-1.073	0.285	
	Authenticity					
7	PM Reading	0.1842	0.098	1.870	0.064	
	Collaboration					

8	PM Reading Control	0.331	0.135	2.440	<0.015*
9	PM Reading Creativity	0.244	0.138	1.766	0.079
10	PM Reading Authenticity	-0.114	0.119	-0.956	0.340
Random effects		Variiances	SE	z	p
	Time (Intercepts)	0.779	0.200	3.893	< 0.001*
	Time (slopes)	0.178	0.115	1.535	0.125
	Covariance	-0.353	0.132	-2.678	< 0.007*
	Residual	0.550	0.112	4.913	< 0.001*

Note. β = Estimate Standardized regression coefficient; SE=standard error; * $p < 0.05$; PMC = personal mean-centred of each factor predicts intra-learner variation; PM = personal means of each factor predicts inter-learner variation

Time significantly influenced listening enjoyment ($\beta = 0.536$, $SE = 0.111$, $p < 0.001$), indicating that the students' growth rates with Time differed. The positive estimate indicates that mean listening enjoyment went up over time within the students. For the 'average' student, a 0.53-point increase is estimated in the enjoyment of listening for every time point.

Figure 17*Individual Trajectories of Students' Listening Enjoyment Over time***Table 24***Mixed-effects Modelling Analysis on Factors Affecting Listening Enjoyment*

Parameters	β	SE	t	p
Fixed effects				
1 Intercepts	0.657	0.201	3.255	<.001*
2 Time	0.063	0.082	0.775	0.440
3 PMC Listening Collaboration	0.042	0.096	0.438	0.661
4 PMC Listening Control	0.221	0.122	1.810	0.073
5 PMC Listening Creativity	0.074	0.126	0.589	0.556
6 PMC Listening Authenticity	0.079	0.118	0.669	0.504
7 PM Listening Collaboration	0.261	0.110	2.372	< 0.019*
8 PM Listening Control	0.117	0.138	0.848	0.397
9 PM Listening Creativity	0.238	0.143	1.669	0.097
10 PM Listening Authenticity	-0.025	0.124	-0.203	0.838

Random effects		Variiances	SE	z	p
	Time (Intercepts)	0.793	0.199	3.982	< 0.001*
	Time (slopes)	0.292	0.144	2.026	< 0.042*
	Covariance	-0.437	0.152	-2.873	<0.004
	Residual	0.536	0.111	4.811	< 0.001*

Note. β = Estimate Standardized regression coefficient; SE=standard error; * $p < 0.05$; PMC = personal mean-centred of each factor predicts intra-learner variation; PM = personal means of each factor predicts inter-learner variation

The students' rates of change over time in writing enjoyment varied significantly ($\beta = 0.720$, $SE = 0.150$, $p < .001$), demonstrating that the enjoyment of writing changed. The positive estimate implies that mean writing enjoyment increased over time within the students. For the 'average' student, a 0.72-point increase in the enjoyment of writing is estimated for every time point (every three months). Thus, there is evidence of within-individual variability, meaning that the students' enjoyment developed differently over time.

Figure 18

The Individual Trajectories of Students' Writing Enjoyment Over Three Times

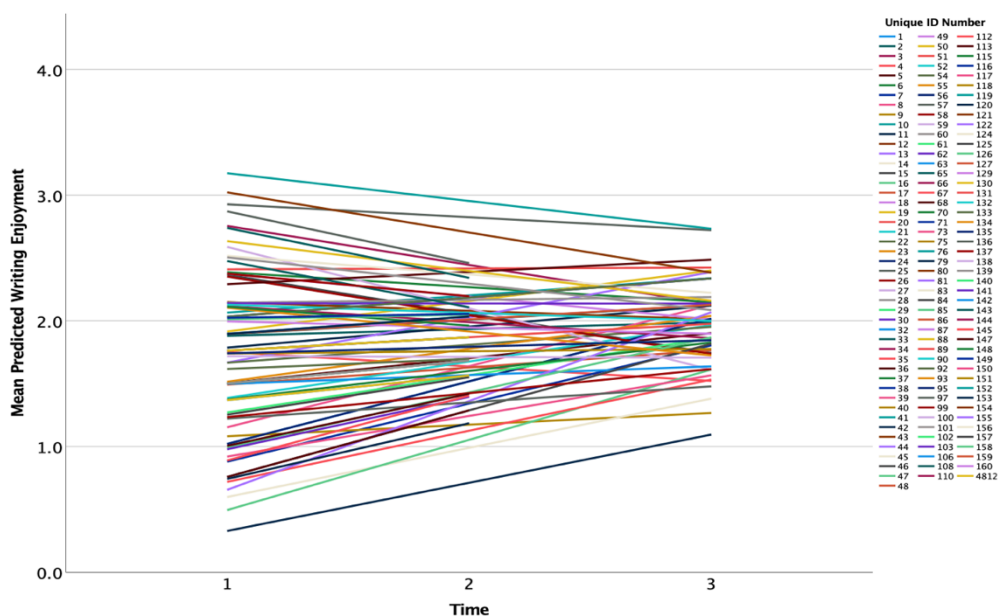


Table 25*Mixed-effects Modelling Analysis on Factors Affecting Writing Enjoyment*

Parameters			β	SE	t	p
Fixed effects	1	Intercepts	0.525	0.201	2.609	<0.010*
	2	Time	0.039	0.082	0.474	0.636
	3	PMC Writing Collaboration	0.005	0.092	0.062	0.950
	4	PMC Writing Control	0.325	0.131	2.464	<0.015*
	5	PMC Writing Creativity	0.085	0.135	0.625	0.532
	6	PMC Writing Authenticity	-0.010	0.129	-0.078	0.937
	7	PM Writing Collaboration	0.217	0.082	2.638	<0.009*
	8	PM Writing Control	0.209	0.119	1.755	0.081
	9	PM Writing Creativity	0.231	0.127	1.821	0.071
	10	PM Writing Authenticity	0.037	0.107	0.351	0.725
Random effects			Variances	SE	z	p
		Time (Intercepts)	0.508	0.208	2.439	< 0.015*
		Time (slopes)	0.235	0.144	1.613	0.107
		Covariance	-0.332	0.148	-2.231	<0.026*
		Residual	0.720	0.150	4.794	< 0.001*

Note. β = Estimate Standardized regression coefficient; SE=standard error; * $p < 0.05$; PMC = personal mean-centred of each factor predicts intra-learner variation; PM = personal means of each factor predicts inter-learner variation

RQ2. C. To What Extent Does the Enjoyment of Speaking, Reading, Listening, and Writing Change Among EFL Learners Over Time?

This question aims to account for the between-individual variations in the enjoyment of the four skills over time. As was previously explained, time was added as a random effect to identify the variations between the initial stage and the degree of change between the learners over time. Each model estimated different learners' rates of change and starting points over Time. Thus, this question examines both the initial and growth levels of the four skill-related enjoyment among the students.

The effect of Time on speaking enjoyment varied among the students. The between-students variance in the intercept (i.e., start point T1) was statistically significant ($\beta = 0.57$, $SE = 0.11$, $p < .001$). Furthermore, the between-student variance in slopes is assessed to be ($\beta = 0.173$, $SE = 0.173$, $p < 0.01$). The positive estimate reveals that the mean speaking enjoyment grew over time between the students. For the 'average' student, a 0.115-point increase in the enjoyment of speaking is estimated for every time point (every three months). Individual mean trajectories were plotted on a timeline spanning the three-time points (Figure 15). The significant slope variance indicates more variability in the change over Time between individuals. Thus, based on these results, the hypothesis 12 was confirmed.

Regarding reading enjoyment, the results of the LMMs only confirmed what was hypothesised about the significant initial points. The results showed that the intercepts differed significantly between the students ($\beta = 0.77$, $SE = 0.20$, $p < .001$). However, the differences in the rate of change between students did not approach statistical significance, as estimated by ($\beta = 0.17$, $SE = 0.11$, $p = 0.12$) (Figure 16), which, hence, contradicts the hypothesis (15) that suggested significant variances in the slopes.

Time effects varied significantly among the students in the enjoyment of listening. The between-student variance in the intercepts and slopes were statistically significant, estimated to be ($\beta = 0.79$, $SE = 0.19$, $p < .001$) and ($\beta = 0.29$, $SE = 0.14$, $p < .04$), respectively. Thus, these results strongly support hypothesis 14 regarding the significant intercepts and slopes of the listening enjoyment. As can be seen in Figure 17 of the timeline extending across the three-time points, each trajectory demonstrated variations in the start point and the rate of change.

In terms of the variation between the students in writing enjoyment, only the intercept shows statistically significant differences between the students ($\beta = 0.51$, $SE = 0.21$, $p < .01$), thus partially confirming hypothesis 15. Although not all individual trajectories appeared to follow an average pattern in Figure 18, individual variation in the rate of change did not approach statistical significance ($\beta = 0.23$, $SE = 0.14$, $p = 0.12$).

The tables above, from 21 to 24, reveal the estimates of covariances between the intercepts and slopes for the students across the three times. In the four models, the covariances' estimates were negative, with -0.269 for speaking enjoyment, -0.353 for reading enjoyment, -0.437 for listening enjoyment, and -0.332 for writing enjoyment. Additionally, the means of the slopes were greater than that of the intercepts. The negative estimates of the covariances mean that the learners with high intercepts and above-average enjoyment of the four skills in T1 had flatter than average slopes. In the same way, those learners who started with low intercepts (i.e., below average) tend to experience steeper slopes (i.e., above) than average in their enjoyment of Time. The negative covariances led to a fanning in the students' lines, as shown in figures 20 to 24.

The Qualitative Results of the Second Research Question

As shown in Table 26 (see also Figure 19), the theme "enjoyment dynamics" was reported by the participants (N = 21, 5%). This theme emerged when the students described their enjoyment throughout the academic year. It can partially explain the reasons for the fluctuations in skill-based enjoyment over Time. It should be noted that most of the responses were related to the change in enjoyment in general without specifying the skills or activities. However, these results can still provide valuable insights into the possible causes of the fluctuations in skill-based enjoyment, as those factors can be significantly related to the skills. The extracts below are taken from the responses of the ten students to the SSI questions at the end of the third academic semester.

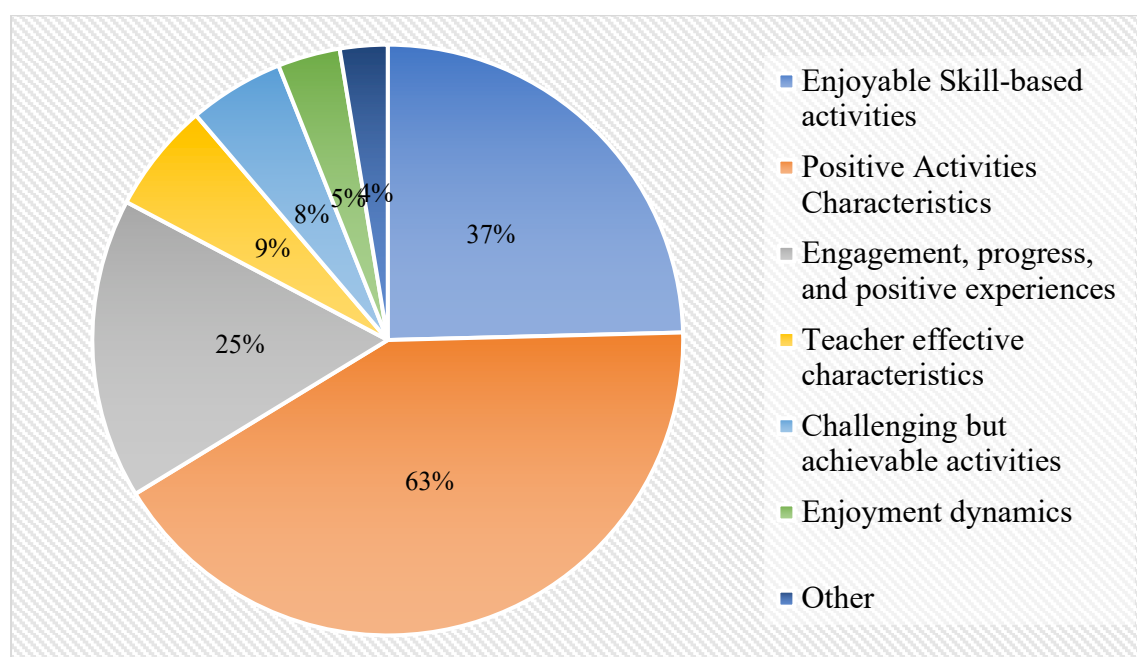
Table 26

The Main Themes in the 404 Episodes of Classroom Activities from the Open-ended Questions, SRIs and SSIs

Themes	Frequency	Percentage
Enjoyable Skill-based activities	151	37%
Positive Activities Characteristics	256	63%
Engagement, progress, and positive experiences	101	25%
Teacher effective characteristics	37	9%
Challenging but achievable activities	32	8%
Enjoyment dynamics	21	5%
Other	16	4%
Total episodes	404	100%

Figure 19

The Frequency of The Main Themes of the OEQ, SRIs, And SSIs



Eight students out of ten reported a gradual increase in their enjoyment over Time. The reasons for this change over Time are included in the following extracts. One participant (S.5, SSI) attributed the increase in enjoyment levels in the final semester to the stimulating and accessible materials involved. She reported:

"I did not enjoy it as much at the beginning of the year as I did at the end because, at the beginning, there was not much interesting material in the book, ... [...] ... The end of the year had so many fun lessons that were simple, easy, and simplified, but sometimes they were not."

Interestingly, the majority of the participants attributed the positive evolution in their enjoyment levels throughout the three semesters to factors associated with the teachers (N = 6), the improvement in learning the FL (N = 3), and the positive attitudes towards learning English (N = 2).

For example, "S.9" reported a rise in her enjoyment, saying that *"the third term was more fun the second"* due to factors related to the teacher, such as her personality and assistance and the improved knowledge, as she explained, *"Because I learned new things, the teacher did her best to help us understand the lessons and sometimes made jokes, which made us laugh"*. Moreover, her response, *"I enjoy the English classes because I love the English language, and it is fun to learn another language."* indicated that her positive attitude towards English is an underlying reason for the continuous rise of enjoyment. Similarly, "S.10" described that her enjoyment was *"the same thing. I enjoyed the English classes"*. She also added, *"Enjoyment was greater than anxiety, [...], because of the teacher who was very friendly, I loved the class"*.

For "S.8", the development in learning the English language and the teacher's instructions were particularly effective in improving her enjoyment. She described her feelings about the English classes, saying, *"Initially, I was not too fond of it, but then I got used to it and realised the lessons' benefits"*. She added:

"[...] when I moved to the secondary school, the teacher was rigorous, which was difficult for me initially. As I was afraid of her, I thought, Oh God, how would I succeed in English? But after a while, I got used to it and the teacher's explanations. I learned a lot from her, so day after day, I learned more."

In addition to the significant role of the teacher, "S.4" reported the change in enjoyment based on the interaction involved in the classes. She put it, *"Not all English classes are enjoyable. Some classes are boring. However, the class was lovely when there was class interaction, and the teacher motivated the students to participate. Also, it was fun when she tried to make the students answer questions by helping her communicate their ideas. She praised her when she answered. Tell the girls to clap for her."*

"S.3" (SSI) provided interesting descriptions of her feelings in the English classes. When she was asked about her enjoyment levels throughout the academic year, she reported that her enjoyment changed. She attributed it to the fact that she had progressed in learning English over time. She said, *"I became used to the English language in the second semester, so I was less anxious; however, in the first semester, I had just returned to school, and I struggled to remember the words."* On the contrary, when she asked about her feelings in the English classes, she said, *"Some lessons are enjoyable, while others are not."* The student explained further, *"They depend on many factors, such as my mood. Also, if the previous class was intense, the current class is boring."*

Only "S.6" reported that her enjoyment did not change during the year. When she was asked if she enjoyed one semester more than the other, she replied, *"Not very much; it was about the teachers. It was fun with the first teacher but not with the second."*

Summary of the findings relating to the Second Research Question

These results revealed that not all learners' enjoyment of the four skills fluctuated over time. Only speaking enjoyment increased significantly over time, while reading, listening, and writing enjoyment remained stable. Another important finding concerns the variability of the intra- and inter-learners regarding their skills-based enjoyment. Interestingly, intra-individual enjoyment of the four skills increased significantly over time. Moreover, learners' initial levels of the four skill-related enjoyment varied considerably. The variances indicate that at the beginning of the year, some learners experienced higher levels of enjoyment; some had an average level, while others had lower levels of enjoyment of the four skills. Likewise, the significant slopes of the speaking and listening enjoyment indicate that learners' enjoyment diverged uniquely through time. Thus, while some learners significantly increased, others showed lower change while others remained stable. The non-significant change in the learners' reading and writing enjoyment suggest that their slopes became

relatively consistent with the group patterns. Furthermore, the results suggested, based on the negative covariances between the intercepts and slopes in the four models, that the students who started with lower initial skills-based enjoyment experienced a steeper increase over time while those who showed high initial levels had less change over time. This change can be influenced by the teachers' positive practices, personalities and behaviours, as well as the learners' realisations of their progress in learning English.

RQ3. To What Extent Do the Skills-related Factors Contribute to the Enjoyment of the EFL Learners Over Time?

This question seeks to establish the extent to which skill-based activities contribute to students' enjoyment. To achieve this objective, four characteristics were examined: collaboration, control, creativity, and authenticity, to discover how much variation they may account for in learners' enjoyment of the four skills. The four explanatory variables were added to the models at the lower level first (i.e., within students) before being added to the models at the higher level (i.e., between students). The dependent variables were the enjoyment related to the four skills. Consequently, this question investigates the effects of the predictors on the outcome variables while accounting for data nesting among students and time periods. This question, thus, examines the average effects of the predictors on the outcome variable within and between learners.

RQ3. A. To What Extent Do the Skills-related Factors Contribute to the Differences Within the EFL Learners' Enjoyment Over Time?

This question explores the within-student variability in the four skill-specific enjoyment by including the four explanatory variables (i.e., collaboration, control, creativity, and authenticity) in the lower level. The four factors were measured repeatedly with the same learners, enabling the investigation of the extent to which the changes in the factors were linked to the changes in the dependent variable within the learners. This would determine,

hence, whether particular components of the skills-based activities contribute to variability in the students' enjoyment level over time.

Using a linear mixed model with repeated data, the effect of four characteristics of classroom activities was examined. The model comprised four explanatory variables; the main fixed effects were the personal mean-centred (PMC) of the four elements (i.e., collaboration, control, creativity, and authenticity).

According to Table 22, the effects of PMC collaboration and creativity on learners' enjoyment of speaking were statistically significant. Particularly, PMC collaboration ($\beta = .292$, $SE = 0.088$, $p < .001$) and PMC of creativity ($\beta = .315$, $SE = 0.092$, $p < .001$) were shown to be significantly and positively associated with speaking enjoyment. According to these results, hypothesizing that collaboration and creativity will predict speaking enjoyment was confirmed.

There were statistically significant main effects of PMC creativity on the enjoyment of reading ($\beta = .380$, $SE = .124$, $p < .001$). This suggests that creativity is associated with individual reading enjoyment (Table 23), supporting the hypothesis that creativity will predict reading enjoyment.

According to Table 24, none of the variables had a statistically significant influence on listening enjoyment ($p > .05$). This result is contrary to the hypothesis that the four factors will predict listening enjoyment. Thus, it is rejected.

Table 25 shows that the fixed effect of PMC writing control was statistically significant ($\beta = .325$, $SE = .131$, $p = .015$), showing that the variable was proportionate to writing enjoyment across multiple periods (T1–T3).

RQ.3. b. To what extent do the skills-related factors contribute to the differences between the EFL learners' enjoyment over time?

This question expands upon the previous one by adding the average values of each one of the four explanatory variables (i.e., collaboration, control, creativity, and authenticity) to the level two of the models. This would help to determine how a factor's average level of the skill-based activities was linked to the variability in the enjoyment of speaking, reading, listening, and writing among the learners. At the top level of each model, the personal means (PM) of the four factors were added to see how they contributed to the differences between students over time.

There were significant main effects of PM collaboration ($\beta = .348$; $SE = .101$, $p < .0001$) and PM creativity ($\beta = .329$; $SE = .129$, $p = .012$) at the between-students level for speaking enjoyment (Table 22). The results presented in Table 23 indicate that the major effects of PM control on reading enjoyment were statistically significant ($\beta = 0.331$, $SE = 0.135$, $p = .015$). According to Table 24, the main effects of PM listening collaboration were statistically significant ($\beta = .261$, $SE = 0.110$, $p = .019$), showing that it was the only component that contributed to the enjoyment of listening throughout the different periods (T1–T3). The significant effects of PM collaboration on the enjoyment of writing were statistically significant ($\beta = 0.217$, $SE = 0.082$, $p = .009$), as shown in Table 25.

The results suggest that different factors influence skill-specific enjoyment at different levels. In the first model, the within-student predictors accounted for a similar proportion of variance in the enjoyment of speaking a FL during speaking activities as the between-student predictors. As shown in Table 27, speaking enjoyment within and between students was predicted by collaboration and creativity. Foreign language enjoyment of reading activities was predicted by both within-student predictors and between-student predictors in the second model, accounting for a significant amount of variance. Reading enjoyment was found to be

predicted by creativity and control within and among students. In this study, the results suggest that creativity is related to changes in reading enjoyment within learners over time, while control is related to changes between learners. In the third model for FL enjoyment, between-student predictors explained a greater proportion of variance than within-student predictors. Collaboration between learners significantly predicted listening enjoyment over time compared with none of the four factors. This means that collaboration was linked to the students' levels of listening enjoyment and the variations between them over time. The fourth model explained much of the variance in FL enjoyment of writing activities. Collaboration contributed to the change in writing enjoyment within the learners, whereas control was associated with the change in writing enjoyment among learners over time.

Table 27

Summary of the Predictors of the Four Skill-specific Enjoyment Within- and Between-students

Skill-specific enjoyment	Intra-learner predictors	Inter-learner predictors
Speaking enjoyment	Collaboration Creativity	Collaboration Creativity
Reading enjoyment	Creativity	Control
Listening enjoyment	No significant predictors	Collaboration
Writing enjoyment	Control	Collaboration

The Qualitative Results of the Third Research Question

This section reports the qualitative results to obtain a close inspection of the positive qualities that lead to skills enjoyment as perceived by the students in the study and allow supporting and comparing the findings of the quantitative data obtained from the OEQ, SRIs, SSIs and classroom observation.

The thematic analysis of 404 episodes obtained from the open-ended question, SRIs and SSIs, revealed seven main themes (see Table 28 below RQ2). The high percentage of the positive activities' characteristics theme stands out in the table, with over half of the responses (N = 256, 63%) assigned to this theme. The theme breakdown according to the positive factors of interest can be seen in Table 26 and Figure 20. From the table, high collaboration was the most frequently reported as a positive factor concerning enjoyable classroom activities, comprising 34% (N =88). Following that, high control at 28% (N =71), high creativity at 19% (N = 49), and high authenticity at 15% (N = 39). The other qualities were also described as pleasant by some participants with low creativity showing the percentage at 3% (N = 8), low authenticity at 4% (N = 9), low collaboration at 5% (N = 12) and low control at 5% (N = 14).

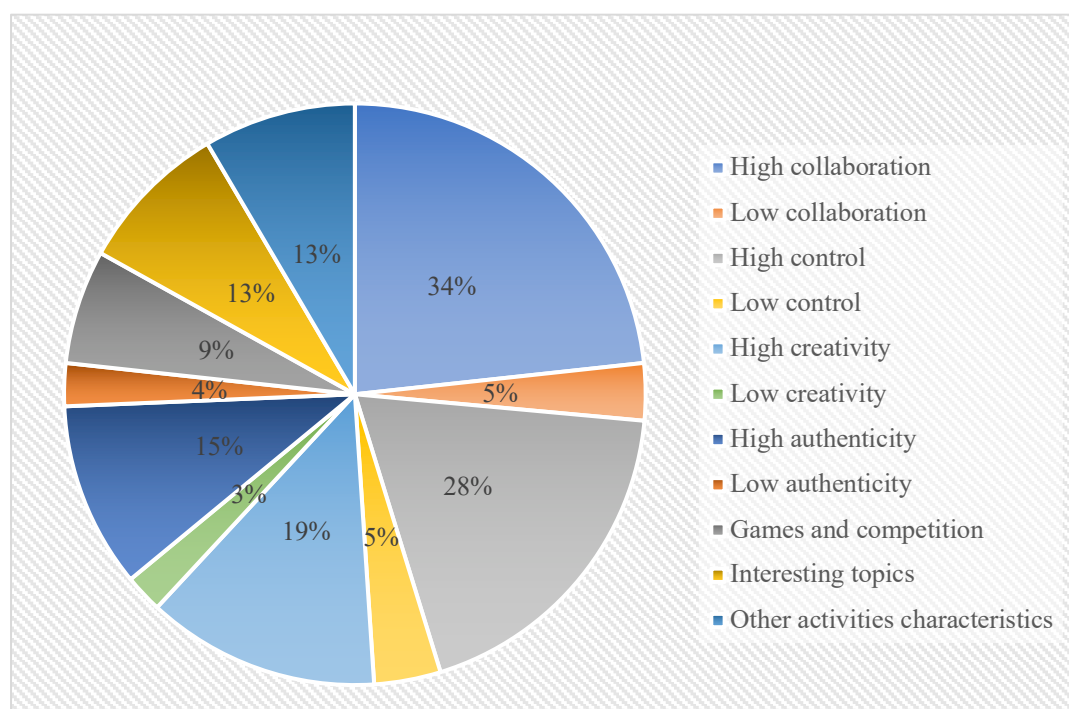
Table 28

The Sub-categories of the Positive Activity Characteristics Theme of the Enjoyable Episodes in the FL Classrooms from the Open-ended Questions, SRIs and SSIs

Positive activities characteristics	Frequency	Percentage
High collaboration	88	34%
Low collaboration	12	5%
High control	71	28%
Low control	14	5%
High creativity	49	19%
Low creativity	8	3%
High authenticity	39	15%
Low authenticity	9	4%
Games and competition	24	9%
Interesting topics	32	13%
Other activities characteristics	32	13%
Total	256	100%

Figure 20

The Frequency of the Positive Activities Characteristics From the OEQ, SRIs, SSIs



As was discussed in the previous chapter, all the responses from the OEQ, SRIs, SSIs and classroom observation that included skill-based classroom activities, along with the descriptions of their positive aspects, were coded based on the eight factors: high/low collaboration, high/low control, high/low creativity, and high/low authenticity. Considering the "engagement and positive aspects and behaviours" of the students from the classroom observation, 49% of the segments (N = 50) can provide closer inspection into the positive activities' characteristics since they include descriptions of the students' behaviours and reactions.

The Positive Qualities Across the Four Skills. Table 29 below shows that 68 out of 97 responses involved speaking as the most enjoyable skill, as reported by the students in the three data sources. This means that 68 out of 97 episodes consisted of the positive aspects of the speaking activities as perceived by the participants. It is apparent from the table is the

high frequency of certain factors associated with speaking enjoyment, including high collaboration at 14% (N = 37), followed by high control at 11% (N = 28), high authenticity at 8% (N = 22), and high creativity at 8% (N = 20). On the other hand, the other factors were less likely to contribute to speaking enjoyment, with 0.4% for low control (N = 1) and creativity (N = 1) and 2% for low collaboration (N = 5) and authenticity (N = 2) at 0.8%. Episodes that included reading as an enjoyable activity (N = 22) did not involve frequent descriptions of positive qualities understudy. As the table presents, only nine episodes had descriptions of reading as a pleasant activity. In terms of the qualities linked to reading, high collaboration at 1% (N = 3), followed by high control at 2% (N = 5), low collaboration at 1% (N = 2), and low authenticity at .8% (N = 1). Listening was the least reported (N = 9) and characterised (N = 3) activity by the students. Only a few responses characterised listening as pleasant at 1% (N = 3) high control and 0.4% (N = 1) as high authenticity.

Table 29

The Frequency of the Positive Activities Characteristics Across the Four Skills Based on 265 Episodes from the OEQ, SSIs, and SRIs

Skills-based activities	N	High collabo ration	low collabo ration	High contr ol	Low contro l	High creati vity	Low creati vity	High authenti city	Low authent icity
Speaking	68	37	5	28	1	20	1	22	2
Percent %	70	38	5	29	1	21	1	23	2.1
Reading	9	3	2	5	0	0	0	0	1
Percent %	9	3	2	5	0	0	0	0	1
Listening	3	0	0	3	0	0	0	1	0
Percent %	3	0	0	3	0	0	0	4	0
Writing	17	5	1	8	0	9	0	7	1
Percent %	17	5	1	8	0	9	0	7	1
Total	97	45	8	44	1	29	1	30	4
Percent %	10	46	8	45	1	30	1	31	4.1

The writing was more enjoyable compared to reading and listening, as it was stated 26 times and described 17 (6%) times. The factors that were attributed to writing enjoyment were high creativity at 3.4% (N = 9), high control at 3% (N = 8), high authenticity at 2.6% (N = 7), high collaboration at 2% (N = 5), and low collaboration and authenticity at .4% (N = 1).

The most indicative factor of skill-based enjoyment was high collaboration (41, 55%), followed by high control (30, 40%), high authenticity (24, 32%), high creativity (22, 29%), low collaboration (5, 7%), low control and authenticity (3, 4%), and low creativity (2, 3%). The following sections provide descriptions of each pair of the qualities supported by the representative extracts.

Speaking Enjoyment: High/low Collaboration. Speaking activities promoted a high degree of enjoyment among the students since they allowed for active engagement, communication, and collaboration between the students. By speaking, the students reported that they could clarify their thoughts and ideas and learn new information from their peers. When asked about the fun and enjoyable activities, “S.6” (SSI) mentioned that *"speaking is fun"* and commented, *"Because, in speaking, I am sharing information with a group of students, it is not an individual activity that I am doing alone, which is why it is much fun."* Likewise, “S.5” (SSI) reported that the class was fun,

" ... when the teacher said, " now work with your classmates to answer the questions," or when we worked together on an activity to solve it as a group. So, we could think and brainstorm ideas together. This was very nice and fun."

Some students appreciated exchanging opinions and ideas through speaking activities, including discussion. Participants stated that they could better understand different viewpoints by listening to others' perspectives and sharing their own, as well as becoming more proficient at expressing their own opinions. For instance, “S.8” (SSI) reported that she enjoys the lesson *"when there is a discussion between the teacher and the whole class. I*

would like to hear the opinions of my classmates and the teacher. I like the class to be interactive."

Providing opportunities for students to engage with one another and communicate with the teacher was a great aspect that encouraged communication between the student and the teacher and fostered a sense of community within the classroom. When the students were asked about the enjoyable activities, they reported a discussion activity and explained that they liked it. *"Because we collaborate in this activity, I ask the students next to me if I need help understanding something. We interact with the teacher about the questions to ensure whether the information has been received correctly or not."* (S.4, SSI). The same notion was alluded to by another interviewee, stating *"Frankly, the students sometimes make the class nicer when they change the topic to something more interesting and when the teacher has a discussion about it with the students."* (S.4, SRI).

Collaboration during the activity encouraged the students to develop their public speaking skills and build confidence, as participants were allowed to share their ideas and receive feedback from their peers. For example, "S.5" (SRI) reported,

"I felt a sense of self-confidence in how I was able to speak fluently in English. Even without preparation, I spoke very naturally, like my first language. We were enjoying our time. And when I was saying something incorrectly, my friend was correcting me, or I was correcting her, so we were helping each other; it was very amusing and enjoyable because we were working on the same goal."

The participants were more likely to be engaged and enjoy the speaking activity when collaborating. When participants were having fun, learning was more enjoyable and motivating. As one interviewee (S.5, SSI) commented,

"I prefer photo descriptions and role plays; they are more interesting because they involve group work, and it is more fun to collaborate rather than work individually [...] during this year, the teacher asked us to describe photos. It was very nice and interesting to describe them because they were very easy and there was great interaction between the students. We were able to describe them in English and use the right words. There was a sense of challenge between us over who would describe the picture more or better. I enjoyed this activity".

The interaction between participants can be great when asked to describe photos, as they are fun and engaging and can spark participation. One interviewee said,

"If the activity is fun, everyone will be eager to participate and interact with the teacher. For example, in the photo description, although we have always been doing this activity, I have not seen anyone not enjoying it. Describing pictures makes us all excited." (S.5, SSIs).

Two students preferred individual learning over group work in speaking activities.

This was attributed to a variety of factors, including personal learning styles, preferences for autonomy, or lack of control in group settings. As one student described that focused and personalized learning experience could be obtained through individual learning, whereby she can learn at her own pace and based on her interests, *"In the individual activities, I have control over the activity and the performance so that I can work on it at my own pace."* (S.1, SSI). Additionally, students can also feel in control of their learning process as "S.3" (SSIs) described,

"If I do a presentation, I prefer it to be individual. If it is a group work, it depends on the group members. If I can choose them, yes, I like it, but if it is random, it might affect our scores as some students do not prepare well, which will affect our marks too. So, I prefer individual work."

Speaking Enjoyment: High/ Low Control. A sense of control over the answers of an activity was a cause of speaking enjoyment if the students felt that they could affect the outcome of the activity due to their efforts. The students' responses showed that they experienced a sense of control in different ways.

Some students felt that they had a high degree of control over the activity if they prepared the speaking scripts beforehand. For example, when "S.3" (SSI) was asked to describe the enjoyable activities, she said: *"We did a speaking activity when the teacher evaluated a pair of students based on a conversation or a story about any incidents in the students' lives."* Then she explained, *"we knew what we would say and prepared the speech by choosing familiar or common words. It was friendly and easy because we already knew what we wanted to say in Arabic, so we translated it into English."*

Similarly, "S.5" (SSI) expressed the reason why she enjoyed the photo description activity with her group, saying, *"We were able to describe them in English and use the right words. There was a sense of challenge between us over who would describe the picture more or better. I enjoyed this activity."* For "S.5" (SRI), the speaking enjoyment stemmed from her control over the output she produced as she illustrated, *"I felt a sense of self-confidence in how I was able to speak fluently in English. Even without preparation, I was speaking very naturally, similar to my first language. We were enjoying our time."*

Providing students with a degree of choice in an activity, such as selecting different questions or approaches, was also helpful in allowing more control over the process. For example, "S.3" (SSI) reported: *"I like making films because they match my interests. I can do it from home and have a lot of time. I can also do it the way I like without rigid rules. I can be creative. I also prefer group work because if one of the students knows how to write in English and spell correctly. And the second student can formulate correct sentences in English. So, we meet with each other and try to work on the difficulties of the activities."*

Speaking Enjoyment: High/ Low Creativity. For some students, a high degree of creativity has led to more enjoyable experiences in speaking activities characterised by their ability to come up with novel and innovative ideas or solutions. For example, an interviewee (S.3, SSI) stated that she enjoyed the activities: "*When [they] had the chance to discuss [their] answers, [they] had more options than just doing the activities*". And she added further, "*The photo description is lovely, and I like to do it because I feel creative.*"

The students enjoyed the speaking activity if it permitted generating new ideas or solutions, exploring new perspectives, and pursuing unique approaches. This is evident in some cases as "S.5" (SRI) put it, "*I will not only see my ideas, but I will also see the opinions and ideas of others from different perspectives.*" In the similar way, "S.5" (SSI) mentioned that "*group work is exciting and fun because each of us has our creative style, so working together is exciting and fun.*" Additionally, the students appreciated the speaking activities that enabled creative ways to solve problems or thinking outside the box. For instance, "S.2" (SSI) reported, "*The roleplaying activity is not only related to the English language. It is also learning about the person's creativity, which means I may be creative in playing a personal character role so that why is fun.*"

Speaking Enjoyment: High/Low Authenticity. Students found speaking activities enjoyable if they were relevant, meaningful, and related to real-world experiences. High authentic activities allowed for multiple perspectives and approaches and enabled the students to reflect on their experiences and apply their knowledge in new and innovative ways. When the students were asked about the enjoyable moments in the classes, one reported, "*I enjoyed the class if the lesson's activity is speaking, and it asks us about our reality in life. For example, when we can speak about our families [...] Any activity related to my goals and what I aspire to is important; anyone would be happy to do it*". (S.4, SSI).

Likewise, another participant replied: *"I enjoy talking about something I love because it is interesting. Talking about movies or houses is fun when you can express your thoughts and opinions."* (S.8, SRI). Similarly, another interviewee stated that she enjoyed the lesson *"When the teacher asked [her] to talk about an incident that happened to [her], [she] had fun when [she] was able to express [her] feelings about something real"*. (S.9, SSI)

On the other hand, for one interviewee (S.3, SSI), the speaking activity is enjoyable if *"the conversation is often ready and already scripted, and we do not need to speak spontaneously about what we think."* This extract shows that having less freedom over the output was favourable for the student as she does not have to instantly come up with her ideas. The participant experienced a positive and enjoyable experience even though with the pre-scripted speaking since it gave her a structured and familiar framework to practice her speaking skills without feeling pressured.

Similarly, "S.3" (SSI) expressed her pleasant feelings towards the speaking activity that involved controlled rules, *"Our conversation was initially intended for speaking, but at the same time, the focus was on making questions correctly, for example, a rule that teaches us to use official rules in the mall."* While low-authenticity activities may be overly structured and limit students' abilities to express their ideas freely, students may be able to practice specific language skills using this activity.

Results of the Speaking Activities in the Classroom Observations. Table 30 below presents the activities characteristics of the nine classroom activities from the classroom observations. Students engaged in enjoyable collaboration during the classroom observation of speaking activities. The students demonstrated a positive group dynamic, with an attitude that was supportive and respectful of each other. As part of the speaking activities (i.e., the first, second, third and fourth sessions), the students actively participated, contributed their ideas and perspectives to the discussion.

Table 30

The Sub-categories of the Activity Characteristics Theme of the Classroom Observations

Activity Characteristics	Frequency	Percentage
High Collaboration	4	4%
Low Collaboration	5	5%
High Control	4	4%
Low Control	5	5%
High Creativity	7	7%
Low Creativity	2	2%
High Authenticity	9	9%
Low Authenticity	0	0%
Total	36	35%

By allowing interaction between peers in the classroom, the students became familiar with each other, which gives them a sense of belonging, which can help them feel more confident and secure and make it easier to stay relaxed in any situation. This was what “S.6” indicated when asked about her feelings immediately after participating in a conversation activity: *"I did not feel nervous. I was relaxed and happy because I am used to my classmates. We have been together for a while."* (SRI).

The observation of individual learning activities in the classroom showed that some students preferred to work independently during the activity. Individual learning provided these students with a focused and individualised learning environment that benefited them greatly. Using their own pace and interests, the students engaged with the material in a way that suited their learning style by working at their own pace and according to their interests. For a few students, individual speaking activities allowed them to reflect on their performance and evaluate themselves. For example, “S.1” (SSI) mentioned: *"The most enjoyable activity is individual presentation because I can show my strengths when I perform individually."* Similarly, “S.4” stated, *"I love individual activities in which there is intelligence or thinking"*. Moreover, “S.8” (SRI) stated, *"I like working alone because I can*

bring ideas that improve my learning, or when speaking, I can say them in front of my classmates, and they can benefit from my answers."

During the classroom observations, six speaking activities were observed. The activities were structured in a way that allowed for both high and low levels of control, creativity, and authenticity. During the first session, a discussion activity was conducted (i.e., talking about personality characteristics). The level of control in this activity was low, as students had to generate their responses and ideas at the time. In spite of this, students were still allowed to express their own opinions and ideas related to personality traits. The discussion of personality also exhibited a high level of creativity, as students were required to use their own experiences and examples. The activity was highly authentic, as personality is a topic that is relevant to the students' lives.

In the second session, the students were required to discuss the use of technology. There was a low level of control in this activity since the topic was not predetermined, and the students were required to provide specific questions to be discussed. However, there was a high level of creativity as the students were free to explore the topic in their own unique way. Additionally, they were able to generate their own ideas. Technology is one of the most relevant and significant aspects of modern life, which contributed to the high level of authenticity of the activity.

After the activities, two students were interviewed about how they felt. "S.3" (SRI) expressed her happiness due to her sense of control over the answer, "*I was very happy that I was able to answer, [...] and I felt like I wanted to do my best because most of the questions were easy.*" She also expressed a lack of ability to answer the discussion questions, which indicated low control: "*It was weird, as I understood her questions but was not ready to answer them. If I had used the books, I could have composed sentences.*" "S.2" (SRI) described her pleasant feelings, indicating high control over the discussion, saying,

“I was excited to answer them because I had done them before, and this time was just a review.” I was happy that I knew the answers to all the questions, and I was the only one who participated all the time. I felt that I had much information about this lesson. I enjoyed the activities. The information was not complex.”

In the third and fourth sessions (i.e., food and advice), individual presentations were observed. The control of this activity was high because the students were given a specific topic to present and were allowed sufficient time to do so. Moreover, the students had the freedom to talk about the topic of interest and provide many possible answers creatively. As food and giving advice are topics of relevance to the student's daily lives, the activity had a high level of authenticity.

“S.4” (SRI) was interviewed after the session, and she *“felt great” about it. She reported the reason for liking this activity, saying, “I felt that since I chose to cover this topic and speak about it, maybe one of the girls who has this problem will see that this is the correct advice I should follow. That was what I thought in my mind that my classmates listen, and they might benefit from it”*. It seems that speaking about a relevant and meaningful topic about the real-life experiences of the students fostered their engagement and enjoyment. This factor seemed to have a substantial impact on the overall enjoyment of the activity, as it provided a sense of relevance and purpose to the activity.

Moreover, feeling in control of the answer contributed to happiness as described by “S.5” (SRI), *“I was proud of myself. I felt embarrassed for my mistakes. However, I was very happy that I managed to complete the speech because I usually feel afraid to speak in front of people.”*

Describing directions to the teacher's room and order food in a restaurant were observed in the fourth session. There was a low level of control in this activity, as the students were provided with a scenario to act out but had to come up with their dialogue

instantly without having time to prepare or write a script. Furthermore, there was room for creativity since the students were able to create unlimited possible answers. The activity had a high level of authenticity, too, as both topics were a common experience for students.

It was evident that students enjoyed the activity because it provided them with the opportunity to practice their language skills in a realistic setting. For instance, when “S.6” (SRI) was interviewed and asked about her feelings about the activity, she reported that “*I was relaxed and enjoying it*”.

There were varying degrees of impact on the students' enjoyment of each activity based on the level of control, creativity, and authenticity. However, all of the activities provided the students with opportunities to engage with the language and express their opinions and ideas, which contributed to a positive learning experience.

Writing Enjoyment: High/ Low Collaboration. The students' views indicated that working in groups was a great way to engage in a writing activity. Writing together enabled them to brainstorm ideas and share their ideas and comments. As reported by one interviewee, “*I like working in groups. We need to be able to give examples of what we had learned. For example, when we wrote a question, it was pleasant to discuss it between us.*” (S.8, SSI).

It also helped students to build team spirit and camaraderie, which increased their enjoyment of the activity, “*Whenever the teacher asks us to write something, we are not bored; we are sometimes entertained. Everyone participates if my friends and I work together. The most important thing is that we are responding and being happy together as a group.*” (S.4, SSIs). She also reported that collaboration is preferable depending on the activity's type. For example, she said, “*I prefer to perform some activities in groups and others in pairs. If it is about writing a summary of the lesson, I prefer to work in groups because each member in the group can provide their opinion and perception. Everyone gives*

information, and we present it to the teacher." This collaborative approach helped them to refine their writing and produce better results. The same participant, on the other hand, found that working alone is more favourable if the writing is simple: *"When I am writing a dialogue or a sentence, I like to work alone."* (S.4, SSI)

Writing Enjoyment: High/Low Control. Having control over the length of the written text was also a reason for writing enjoyment; as "S.4" (SSI) stated, *"Writing is enjoyable, but again, if I need to write a long paragraph, I find it boring, but if I need to write a sentence, it is fun."* Another student (S.2, SSI) enjoyed writing since she had control over the answer and could monitor her progress as she wrote. Writing allowed her to revise her work and check if errors were found or if something was unclear. She reported, *"Writing an article was fun. I was tested on my vocabulary knowledge, ability to link past and present, and ability to evaluate my writing skills"*.

Controlling their writing allowed them to express their ideas more effectively than being given a template or specific format to follow. Commenting on this aspect, "S.4" stated: *"I enjoy the lesson when the teacher gives us an activity, and we have the freedom to do what we want, or when she gives us the lesson and tells us to summarise what is in the lesson."* (SSI). She further explained: *"Whenever we do open-ended activities, everyone can provide a different answer. For example, if we are writing a sentence, everyone can add a sentence with multiple meanings. There is nothing wrong with coming up with a different example from the other students, and all sentences are fine; it is all okay."*

Writing Enjoyment: High/Low Creativity. In addition to having control over the writing activity, these activities allowed the students to think outside the box and develop creative solutions to problems. For instance, when "S.3" was asked about the enjoyable activities, she stated, *"Writing stories and doing projects make us love creating them because*

they express people's ideas." Also, she said: *"The teacher asked some students to draw pictures on the board and other students to write jokes about them. This was enjoyable."*

Writing enjoyment: High/low authenticity. Authentic writing activities, which have real-world relevance and are connected to students' lives, increased their engagement and enjoyment. This can be exemplified by the "S.9" response, *"I like to write and give examples from my life."* On the other hand, a low-authenticity activity that is not directly related to students' lives still provides students with a fun and engaging learning experience by emphasising specific language skills and knowledge. This view can be supported by "S.2" (SSI) response, *"Writing an article was fun. I was tested on my vocabulary knowledge, my ability to link past and present, and my ability to evaluate my writing skills"*.

In the fourth session of the observed lessons, a writing activity about food and ingredients was conducted. There may have been several factors that contributed to the student's enjoyment of the course, including the level of collaboration, control, creativity, and authenticity.

Since the students were required to complete their writing activities independently, there needed to be more collaboration in this activity. The students who prefer to work alone or value independence may have appreciated the opportunity to work at their own pace and develop their ideas without interference from others. This may have been more comfortable and enjoyable for some students since they appeared engaged and focused. In addition, they volunteered to read the texts to the entire class. This was beneficial to the students who enjoy working with others as they could receive their peers' or teachers' feedback. After participating in the writing activity, "S.8" (SRI) was interviewed. When asked about her feelings about working individually in the activity, she responded, *"I enjoy working alone because I can bring ideas that I can benefit from."*

The activity had a high degree of control, as the students were given complete freedom to write on any food-related topic. Some students found this to be more engaging. By offering students the choice of their topic or direction for their writing, they can feel more ownership and control over the activity, increasing their commitment to it. According to “S.8” (SRI), the activity was enjoyable, as she reported: *"I felt excited because I was writing in English and learning another language other than Arabic." Well, there was enthusiasm about it. I wrote about pizza and mozzarella."*

However, the absence of structure or guidance may have been overwhelming for some students, which may have negatively affected their enjoyment of the activity. “S.8” (SRI) referred to this issue, saying, *"We needed help because we had to practice more, and some students require a teacher's assistance to become better writers. Some students do not require the teacher's assistance. I am in the middle."*

The students were asked to write a short paragraph about their favourite food. The students who enjoy creative writing and value self-expression could find this activity particularly enjoyable. This is evident in the case of “S.8” (SRI), who stated, *"This has enabled me to improve my English skills and to come up with creative ideas."*

The level of authenticity in a writing activity about food and ingredients could impact student enjoyment. "S.8" (SRI), for example, felt more connected and excited to complete the activity. She said: *"It was enjoyable. I wrote about a special food I love, the recipes or ingredients, and how long it takes to be ready."*

Reading Enjoyment: High/ Low Collaboration and Control. A few students reported that they enjoyed reading activities if they involved a high degree of collaboration either with the teacher, *"I enjoy reading and when I participate with the teacher"* (S.8, SRI) or in groups, *"I like reading or speaking in groups."* (S.6, SRI).

Reading collaboratively can be fun and engaging, allowing them to learn from and interact with others. This can be illustrated by “S.4” (SSI) response, " *When the teacher told my group to extract the answer from the text, everyone did it. It seemed everyone understood what the teacher asked, so they focused on giving her the right answer, or she gave us the question, and we answered it. Moreover, we tell her the correct answer when she gives us questions with gaps.* "

One student reported that reading individually is preferable as it increases her concentration and engagement with the text, "*The reading activity is important to me because I like reading silently and thinking about what I am reading.*" (S.8, SSI).

Regarding high control over the reading activity, one “S.3” (SSI) stated, "*I enjoyed reading if the reading text is divided into parts and we read one part, we would answer the question correctly and then go back to reading the other section.*" This case has shown that having high control over the reading texts can be enjoyable, as it allows them to read selectively and focus on the parts that are most important to them.

Listening Enjoyment: High/ Low Collaboration, Control, Creativity and Authenticity. One listening activity was observed during the classroom observations (i.e., the first session). After listening to an audio file, students were asked to discuss questions about the characteristics of successful couples. Additionally, they were asked to recall stories of successful couples they knew. The activities were structured in such a way as to allow both high and low levels of collaboration, control, creativity, and authenticity.

This activity had a high level of control as the students had to listen to a predetermined topic, follow controlled questions, and have time to reflect on answers before a follow-up discussion. Additionally, the students were free to explore the topic in their unique ways and develop their ideas, which resulted in a high level of creativity. Considering that couples are an important and relevant aspect of student's lives, the activity was highly

authentic. In addition to providing a platform for discussing an interest the students were interested in, the activity was engaging and focused.

Additionally, as they discussed the topic afterwards, they appeared very communicative and happy. As part of the listening activity, one student was observed and asked about her feelings. She explained that: "*I was both excited and anxious. I felt happy when I did it correctly.*" (S.1, SRI).

The enjoyment of listening was influenced by the "S.2" (SSI) prior exposure to authentic listening situations and her interests and motivations for learning English. Thus, the student enjoyed the listening activities as she had a sense of control over what she was exposed to. She mentioned, "*I prefer listening because I watch English movies and have strong listening skills, so I like it more.*"

Summary of the Results of the Third Research Question

These results provide important insights into the predictors of skills-based activities. They suggest that different factors influence skill-specific enjoyment at different levels. This section explains the results of the predictor's contributions to the skills-related enjoyment by considering how time affected them (RQ2). Incorporating the results of the second and third research questions together can provide a better understanding of the effects of the statistically significant factors on the four skills-based enjoyment over time.

The first important finding was that intra- and inter-learners' speaking enjoyment was predicted by collaboration and creativity over time. Another important finding was that reading enjoyment was predicted by creativity (within learners) and perceived control over reading activities (between learners). Moreover, the results suggest that collaboration significantly contributes to the growth in listening enjoyment between learners over time. Regarding writing, collaboration contributed to the change in writing enjoyment among the

students, whereas control was associated with the change in within-learner writing enjoyment over time.

The findings revealed that the initial levels of the four skill-related enjoyment (RQ3. c) were noteworthy as they refer to the levels of enjoyment before considering the contributions of time and the predictors. Therefore, these results indicate that these factors explained significant variances in the enjoyment of the skills over time (RQ3. a, b).

One more interesting finding was that the four skills-related enjoyment evolved significantly over time within learners (RQ2. b). Consequently, the predictive factors at the intra-level explained considerable variations in their enjoyment over time (RQ3. a). These factors included collaboration and creativity for speaking enjoyment, creativity for reading enjoyment, and control for writing enjoyment.

Furthermore, the statistically significant results of the speaking and listening enjoyment slopes (RQ2. c) suggest that the effects of the predictors (i.e., collaboration and creativity for speaking) and (i.e., collaboration for listening) were not constant, meaning that they systematically changed across the three timescales causing a change in enjoyment between learners (RQ3. b). In other words, as time points vary, the predictors varied in their impacts and continuously contributed to the variations in learners' enjoyment.

The non-significant slopes of the writing and reading enjoyment (RQ2. c) show that the relationship between collaboration and writing and control and reading does not vary significantly over time (RQ3. b). In other words, as time points vary, the predictors maintained their stable impacts and continuously contributed to the stability in the reading and writing enjoyment between learners. The influence of the predictors on the outcome variable remains relatively stable over time between individuals.

It can be concluded that the statistically significant predictors can affect the enjoyment of the four skills, showing systematic changing patterns or stable impact, resulting

in the change or stability of the skills' enjoyment. Rather than maintaining a constant pattern among all individuals, skills enjoyment appears to be determined by individual-specific factors.

Incorporating the qualitative sources uncovered underlying factors that contributed to the students' enjoyable experiences associated with the skills. Unlike the quantitative results, the four factors were found to have a strong influence on speaking enjoyment. Authenticity, in particular, positively affected the enjoyment of speaking and writing. Moreover, writing enjoyment was influenced by creativity, control, and collaboration. Listening enjoyment was described in minor incidents and was impacted by high control and authenticity. In contrast with the quantitative results, listening enjoyment was not affected by collaboration. Similarly, creativity did not influence reading enjoyment, yet high and low collaboration, high control and low authenticity affected it. These findings highlight the importance of group- and individual-level analysis as they closely inspect factors not detected by one analytical method.

RQ4. What Factors Do the Students Describe as Influencing Their Enjoyment of the Skill-based Activities in the FL Classes?

This research question aims to identify the factors that may contribute to the students' skill-based enjoyment that were not addressed in the third question. Notably, the qualitative datasets provided rich, detailed, and subjective information that took much work to quantify and measure. As a result of the three sources of the data (i.e., OEQ, SRIs, and SSIs), it was possible to probe participants' emotional experiences and perspectives to gain a deeper insight into their feelings. The analysis revealed that several factors played significant roles in shaping the enjoyment of the skill-based activities, including exciting topics, games and competition, engagement, learning progress and positive experiences, teacher effective characteristics and emotional regulations. In the following sections, the most significant

excerpts for each of the factors are presented to provide meaningful insights and support the research question objective, as well as provide rich and diverse perspectives on the subject.

Interesting Topics

A recurrent theme (N = 24, 9%) in the data was the exciting topics and how they contributed to the students' skill-based enjoyment. For instance, one student reported, "*The lesson is enjoyable because of the topic.*" (S.8, SSI). At the same time, another one mentioned that "*if the topic is interesting, I am excited to read about it.*" (S.3, SSI).

Having topics that matched the students' interests and desires positively influenced their skill-related enjoyment. This is evident in the student's responses to the open-ended question about the enjoyable activities. "S.12" reported: "*I enjoy speaking about the topic I like.*" while "S.83" stated that: "*I had fun writing about an event that happened to me.*" Moreover, "S.4" said, "*It is fun when the teacher asks us to talk about the place we love or the hobby we love. For example, photography or medicine, anything that we like. What is useful in medicine, and why I aspire to study this field.*"

The element of discovery and the opportunity to learn something new enhanced the enjoyment of activities. For example, one interviewee described, "*I enjoy the activities that ask us to express something or give an example about a real-life situation.*" (S.9, SSI). Another interviewee said: "*I love talking about something I love, which is interesting. Talking about movies or houses is fun when you can express your thoughts and opinions.*" She added, "*I love to talk about topics I love in English, whether it is about movies, shows, food, travel, or a family trip, I love to talk about it in English. I enjoy reading and speaking about them*" (S.8, SRI).

In addition to the personal and relevant topics, engaging the students in activities centred around humorous topics created a light-hearted and enjoyable atmosphere. For example, "S.146" (OEQ) commented, "*I enjoy the activities when each student talks about*

her interests, and we mention some jokes at the beginning of the class.” In contrast, "S.20" (OEQ) stated: *"One of the most enjoyable activities is discussion among the groups and the teacher about a topic that might involve some funny responses."* Additionally, "S.36" mentioned, *"I enjoy the lesson when we read a text. Its content is interesting and contains some jokes and humour."* "S.6" (SRI) reported,

"We talked about life jokes. The teacher asked us to tell jokes, so we were telling jokes and laughing in class. It was enjoyable. The activity is fun when it is full of laughter. Not a serious topic, once between fun and seriousness, and if it is a new topic."

In the same way, "S.5" mentioned, *"I remember that we took a lesson about jokes and funny things. The questions were very nice, asking about what jokes you prefer. Read the question and see if you like it. The way they formulated the questions based on the text was clear, fun, and easy. It is very nice."*

Due to a sense of curiosity and novelty of the topic, "S.6" (SSI) found that activities that are related to new cultural heritage allowed them to discover something new and enabled them to learn something new, which can enhance reading and speaking enjoyment: *"I enjoy English activities because I can learn and speak a new language and read about other cultures around the world; the books contain topics about the world."* Similarly, "S.3" clarified that *"I enjoyed the lesson if the topics are specific; for example, if the unit was talking about houses, the unit was talking about places and heritage so that we would talk about our own houses."* (SSI).

In one of the classroom observations, writing about food recipes and ingredients was the topic students were required to write about. The students enjoyed the activity as it was relevant to their experiences. For example, "S.8" (SRI) reported after the activity,

"I wrote about a special food I love, the recipes or its ingredients, and how long it takes to be ready. How many minutes will you have in twenty minutes? I felt excited because I was writing in English and learning a new language other than Arabic. Well, there was enthusiasm in it. I wrote about pizza and mozzarella. I love talking about something I love, and this is interesting."

Games and Competition

A recurrent theme in the qualitative data was a sense amongst the participants that competitions and games enhanced the enjoyment of their activities as they provided them with challenges, engagements, and social interactions. The results show that 13% (N = 32) alluded to this notion.

The students often attributed activities-related enjoyment to competitions and games. For example, "S.16" (OEQ) mentioned, *"The class was nice when the teacher was asking us to do activities on Kahoot."* Another student (S.54, OEQ) had fun in the classes when she was involved in *"Competitions in solving activities."* (S.6, SSIs). Similarly, "S.7" (SRI) stated, *"If there are activities with competition, the class is fun."*

Other responses suggested that the classes are engaging and enjoyable when there are fun activities and games, such as competitions between groups. This has been seen in the response of "S.10" (SSI), who illustrated, *"Frankly, the classes are more energetic when there is competition and challenge between the groups, especially if the teacher gives a prize to the group that finishes first or creates something that makes us feel competitive."* Likewise, another student (S.5, SSI) described,

"The class is fun if there are competitions, or the questions are clear and understandable for all students. Also, the class is nice if there are games, especially competitions. It is fun and exciting if we have competitions between groups."

The same idea was expressed by another interviewee (S.7, SSI), who stated that *"some English classes were fun because they were easy, and since we had competitions about which group could match the meanings to the words first and who could describe the photos better and more easily, it was very nice."* S.56" (OEQ) reported that *"I enjoy the class because of the interactive activities and competitions"*. In contrast, "S.64" (OEQ) enjoyed *"Meeting to solve questions in a game."* In the same way, "S. 7" (OEQ) illustrated *"group work or games where the whole class is interactive. This is what makes the class fun."*

Teacher Effective Characteristics

The participants often found the classes enjoyable when *"the teacher energised the class with enthusiastic activities."* (S.139, OEQ). Teachers' effective characteristics constitute 21.6 % (N = 25) and 9% (N = 37) of the episodes in the classroom observation and the other three data sources, respectively.

The classroom observation notes on the teachers of the skill-based activities showed that many factors played an essential role in determining the effects of teachers on the student's classroom activities. These factors include the teachers' methods, personalities, assistance, interaction, or praise that made the students' learning experiences of the activities enjoyable. These notes were aligned with students' views.

Three teachers were observed in the five sessions during speaking (N = 6), listening (N = 1) and writing activities (N = 2). The teachers were friendly with the students and created a positive, welcoming classroom environment with their approachable personalities. Teachers' pleasant personalities were seen as stimulating factors for having fun and enjoyable lessons. One interviewee (S.4, SRI) said, *"The class reflects the teacher's mood. The class is pleasant if the teacher is in a cheerful mood. If the teacher is comfortable, the class is sweet. Honestly, the only thing that affects my feelings is for the teacher to appear positive"*.

Moreover, the teachers' guidance and assistance helped the students to overcome their fears and increased their positive feelings. For example, when "S.5" performed an individual presentation in the fourth session, the teacher gave her some clues to complete the activity. This has significantly affected her enjoyment, as she reported, *"After I started to speak, I felt great, and the teacher helped me too"*. Then she added that the teacher played *"an important role because she supported me when I made a mistake or forgot something; she was patient and provided some clues to help me remember what I wanted to say. She allowed me to correct myself"*. (S.5, SRIs)

In addition, the teachers consistently offered encouragement and praise to the students after they answered any question, acknowledging their efforts and recognising their achievements. These practices positively affected the students' enjoyment as "S.4" (SRI) described her feelings after the individual presentation, saying,

"I felt that I had succeeded and done something beautiful, and it will not be the last time. It was nice to have the teacher's attention, and when she praised me, saying, "Excellent! Well, Done". She also described another pleasant incident expressing her feelings, "I was thrilled when the teacher liked my answer and asked everyone to clap their hands for me, and she gave me a bonus. I liked what she did." (S.4, SRI).

Additionally, the teacher's active listening, respect, and constructive feedback encouraged students to confidently express their thoughts and ideas, which greatly influenced their feelings. This can be illustrated by the "S.4" response (SSI), which mentions,

"It is only sometimes fun to take English classes. Some are not. Classes are enjoyable if there is interaction and the teacher motivates the students. If the teacher helps students answer questions by helping them communicate their ideas, tell the students to clap for her when she answers."

Likewise, "S.1" (SSIs) said, *"I enjoy the class when the teacher is collaborative, cooperative and responds to our questions"*. And another student clarified,

"One time, the teacher asked us to describe a picture, and some students were not ready. When I explained it, the teacher encouraged me, so the other students were motivated to participate despite being nervous. I felt happy that I could inspire the rest of the class to stand up and say the answers." (S.4, SSI)

Another aspect that allowed for a more enjoyable learning experience was *"the teacher's style and her interaction"* with the students (S.7, SRI). Moreover, the teacher also provides helpful advice and guidance, which makes it an invaluable learning experience as reported by one participant, *"It is a nice thing to discuss with the teacher because she gets to know the students better, and we can also develop our speaking skills."* (S.2, SSI)

It was also evident that the students could develop their skills enthusiastically and confidently due to the teachers' scaffolding, approachable characters and supportive interaction. This is true in the case of one interviewee who described her feelings, saying,

"At first, before I participated with the teacher, I did not raise my hand to answer the first question; I wanted to answer the second, so I told her I wanted to answer the second question, and she told me it was okay, I will help you. You can look at the book for help. So, I did, and I got it right. Then, I said I still wanted to answer the second question, and she said, "Okay, you can do it too!" So, when I did. My teacher said, "Excellent." I felt super cool and got more excited to learn English." (S.7, SRIs).

The teachers were also seen providing different sources of scaffoldings during the classes. For example, the teacher wrote some helpful words on the board before the writing activities and provided hints during the presentation to help the students remember some forms in the food ordering dialogue.

Engagement, Learning Progress, and Positive Experiences

The theme "engagement, learning progress and positive experiences" recurred throughout the three qualitative datasets at 25% (N = 101).

Students reported that the activities were enjoyable due to their engaging nature and interest. This is evident in many cases in the data. For example, one student said (S.5, SSI),

"Whenever an activity is fun, the students are eager to participate and interact with the teacher. For instance, in the picture description, although we have always done this activity, I have never seen anyone not enjoy it. Describing pictures gets us all pumped up."

Another student commented (S.8, SRI), *"I like the activity when I understand everything and can participate in the class. I like to participate as long as I understand the lesson."* Moreover, being able to participate in the class was found to trigger the participants' enjoyment. For instance, when "S.3" (SRIs) was asked about the reason for enjoying a speaking activity, she responded, *"I was very happy that I was able to answer and that I was able to participate a lot with the teacher."*

Additionally, as described by the students, the activities were enjoyable because they allowed them to understand lessons better. Several cases in the data demonstrated this notion. For one student (S.3, SRI), enjoyment stemmed from understanding the lesson to answer the questions correctly, increasing her eagerness to learn more as she said, *"I liked the lesson, I wanted to learn more, so I can answer questions about it. When the teacher asks us about this lesson next time, I will be able to answer it quickly without making mistakes."*

Also, gaining a better understanding of their skills and being able to reflect on their learning progress stimulated learners' enjoyment; as one interviewee illustrated (S.4, SSIs), *"I liked the comparison and matching activities because I was able to evaluate myself from these activities even if my answer was wrong."* Another student (S.3, SSI) said, *"Writing summaries is important for me because I often benefit from them."*

Another interviewee (S.4, SRI) enjoyed the progress that comes with learning and understanding various concepts, which gave her a great feeling to think and actively engage with the material. She reported, *"My favourite thing about English classes is that I can think and activate my brain; I do not feel bored, and I try to find the information."* Moreover, she described her feelings after she performed an individual presentation, enjoying her progress and feeling proud of her accomplishment as she said, *"I felt that I had succeeded and done something beautiful, and it will not be the last time. It felt nice ..."*

Some moments were enjoyable as the students experienced positive emotions stemming from learning new words and completing an activity that gave them a sense of pride. For instance, "S.135" (OEQ) commented, *"Through role-playing, listening to events, having a discussion, I learned new terms that I enjoyed and got out of boredom."* Likewise, "S.104" (OEQ) experienced a sense of pride as she reported when asked about the enjoyable activities, *"There was a sense of pride as I listened and answered a question from the book. I read a sentence from the book."*

Emotional Regulation

This theme occurred from analysing the SRI data at 8% (N = 32) by asking the students about their emotional experiences while performing classroom activities. In some cases, students experienced different emotions before and after feeling enjoyment. Thus, it is interesting to report the variations in the students' emotions and what they have experienced before, during, and after the activities rather than their end-result emotions alone. The results showed that only some students experienced continuous or stable enjoyment. To clarify, the students felt a range of emotions while carrying out the activity. The students found the activities enjoyable, but this feeling was not constant. Sometimes, the feeling of enjoyment arose from their ability to overcome the challenge of the activity and complete it successfully.

Students' ability to regulate their emotions influenced how they experienced, engaged, and enjoyed the activities. The extracts below show that the students found the activities challenging, and they needed to develop emotional regulation skills, which positively impacted the activities' enjoyment. Despite the fears and stress before the presentations, "S.4" (SRI) was thrilled to face the challenge and present it to the whole class since that was necessary to accomplish the activity. For example, when she was asked about her feelings before she started the individual presentation, she said, "*Honestly, I was nervous, but at the same time, it was exciting to stand up and talk to the whole class and teacher.*" When asked why, she answered, "*I was very comfortable and relaxed talking to the teacher; what made me nervous was speaking in front of the whole class for the first time and being afraid of making a mistake and forgetting everything I prepared*". Likewise, "S.5" (SRIs) was nervous before the presentation; she explained,

"I was nervous to start; I was worried about forgetting what I had prepared. I rehearsed before I started so that I could perform it well." Then she added, "*When I started the presentation, I felt like I could not remember anything, so I had to review the speech in my head. I was so nervous and hoped I could do it perfectly. Once I started speaking, I felt great, and the teacher helped me along the way.*"

These examples indicate that the students managed and expressed their emotions healthily. They were able to recognise and identify their feelings of nervousness and regulate them in order to deliver the presentation successfully. "S.5" overcame the fear and anxiety of public speaking by using positive self-talk to regulate herself emotionally. In those extracts, it is also important to highlight that the teachers played significant roles in soothing the students' emotions through their approachable and welcoming presence, assistance, and scaffolding.

In addition to the teachers, the students felt relaxed, managed distractions and stayed focused with the encouragement and support of their classmates. For instance, "S.4" mentioned,

"I liked that the students encouraged me to stand up and not be afraid. They were saying, "Relax, and you will do well. Do not worry; you will not make mistakes". They did not make me feel stressed or worried." Similarly, "S.5" noted, *"Because my friends were there and they helped me, it was not too bad for me when I had to do it."*

With the teachers' friendly manner and supportive classmates, the students could manage and regulate their emotions in positive and adaptive manners and performed the activity with enthusiasm and curiosity. Despite their fears and anxiety, they could fully immerse themselves in the activity and find satisfaction in their accomplishments and progress. This can be supported by the students' responses to the question about their feelings after the activity. "S.4" reported,

"Once I finished it, I was very happy and proud. I felt relieved." while "S.5" illustrated, *"I felt proud of myself. I felt embarrassed because I made mistakes, but I am glad I finished the speech because I am normally terrified of public speaking."*

These extracts imply that the activity was challenging since the students felt relief after they had completed it. The students' regulation of their emotions during the activity allowed them to remain motivated and continue to work despite its difficulty. Moreover, their abilities to complete the activities show that the difficulty was manageable, and they were tailored to their learning levels.

Both cases can demonstrate that by keeping a sense of enjoyment during the activity, the students accomplished the activity by effectively navigating and managing any negative emotions that may arise. The students were able to sustain positivity and feel satisfied with

the accomplishment of the activity, which enhanced their enjoyment of the long-term learning process. This is evident in the description of "S.4" to the post-activity feelings when she said,

"My feeling was that I should not be shy about participating since I always feel shy, but after the presentation, I felt nice, and I thought, okay, that was great. Why don't I do it more often? There was some fear and tension, but it was fun and worth it."

The continuing effect of enjoyment is evident in the student response. After experiencing this enjoyment, the student felt more confident in her ability and was more willing to speak up in the future despite her initial shyness. She realised the fear of being judged, and its tension was well worth it.

Turning to "S.1" (SRI), who was interviewed after the listening activity, this case has experienced similar variations. The student was asked about her feelings before and after the activity. She replied,

"Listening made me nervous because I might not understand something properly. The audio talked about something, and I understood it differently, and then the answers to the questions differed from what I thought."

The listening activity was challenging to comprehend and remember. However, regardless of the pressure and anxiety associated with it, the student was still happy while doing it. As she said, *"I was excited and anxious. I felt a sense of happiness when I did it correctly."*

This case indicates that the student's ability to accomplish the activity despite its difficulty contributed positively to her enjoyment. Rather than dwelling on her fears and worries, she celebrated her success when she achieved the activity. This sense of achievement

enhanced her ultimate enjoyment of the listening activity, as she replied, "*Yes, I would like to*", when asked if she would do it again.

Summary of the Fourth Research Question

What emerges from the results reported here is that several individual and contextual factors and their interactions played a significant role in the four skills-based enjoyable. These results revealed that the students attributed the skills as enjoyable to external factors related to the activities' design and implementation, such as games, competitions, and exciting topics. Another external variable was the teachers' practices, characteristics, and behaviours.

Moreover, the findings showed that the internal learner factors, including their sense of engagement, recognition of learning development and pleasant experiences associated with the activities, positively affected their enjoyment. One of the most exciting findings was that the interaction between the external factor, including the challenge of the activities, and the internal factor, such as the sense of achievement, profoundly influenced skills-based enjoyment.

Summary of the Results

Taken together, these results suggest that the enjoyment of certain skill-based activities changes over time and that there are factors that contribute to its variances within and among FL learners. The statistical results showed significant differences in skill-specific enjoyment on the first occasion. LMMs revealed that, at the group level, only speaking enjoyment significantly increased while reading, listening, and writing enjoyment remained stable. The analysis at the individual level revealed that learners' initial levels of the four skill-related enjoyment varied considerably. Hence, while learners' enjoyment of speaking and listening continued to diverge uniquely, their enjoyment of reading and writing became relatively consistent with the group patterns.

Interestingly, each individual's four skill-specific enjoyment increased from T1 to T3. At the group level, collaboration was predictive of speaking enjoyment; creativity predicted speaking and reading enjoyment, whereas control contributed to writing enjoyment among learners. Collaboration significantly contributed to the enjoyment of speaking, listening, and writing between learners, while creativity predicted just speaking enjoyment. The enjoyment of skill-related activities was unaffected by authenticity.

While the qualitative analysis can partially support the quantitative results, the findings provided additional factors that the students identified as enjoyable about the skills. Overall, these findings have shown that speaking was the most enjoyable skill for the students, which might support the quantitative finding that revealed an increase in speaking enjoyment of the group over time. The four factors, including high collaboration, control, creativity, and authenticity, remarkably influenced the students' enjoyment of speaking. Thus, both analyses identify collaboration and creativity as significant contributors to speaking enjoyment. However, only the qualitative results found that high levels of control and authenticity can also give rise to speaking enjoyment. The four factors of collaboration, control, creativity, and authenticity had variable effects on the students' reading, writing, listening, and enjoyment. The findings were still meaningful, although the students did not frequently report the three skills as enjoyable compared to the speaking skill.

This study also revealed several internal and external factors as reliable predictors of skill-based enjoyment. Some are learners' internal factors, such as students' engagement, learning progress, and emotional regulations. In contrast, the others are external variables, including teachers' practical qualities and exciting topics of activities, games, and competitions.

Chapter 5

Discussion

Introduction

This chapter provides an overview of the main findings of the present study, accounting for the previous studies and theories and bringing up their contributions to the field. It examines the implications of the findings, identifies the similarities and differences between this study and previous work, and addresses the research questions and hypothesis.

The Change in learners' enjoyment of speaking, reading, listening, and writing activities.

Prior studies have noted the importance of speaking activities in boosting FL learners' enjoyment (Dewaele et al., 2018). However, very little was found in the literature on the question of enjoyment of listening, reading and writing. An initial objective of this research was to identify the differences in the enjoyment between the four skills across three semesters. It is surprising that according to the statistical findings, speaking was not the most enjoyable skill when compared to reading, listening, and writing enjoyment across three different time points. Another important finding was that the enjoyment of listening at T1 was the lowest compared to the other three skills-related enjoyments. Moreover, an additional significant finding was that the four skills did not show any significant difference in enjoyment levels during T2 and T3.

The findings of the qualitative analysis revealed a slightly different picture. Among the four skills, what the students enjoyed most was speaking, and the least was listening. The other skills, including writing and reading, were also less reported by the students as enjoyable compared to speaking. Although the finding that listening is the least enjoyable skill may be somewhat limited statistically by the minimal effect size and the inconsistency at

T2 and T3, the qualitative analysis supported it, revealing that the listening skill was the least enjoyable.

The finding that speaking is the most enjoyable skill, as reported by the learners, is consistent with the previous studies (Dewaele et al., 2018; Dewaele & MacIntyre, 2014; Elahi Shirvan et al., 2018; Li et al., 2018; Pishghadam et al., 2016). Students tend to enjoy speaking activities more because it engages them cognitively and allows them to use learning strategies, resulting in higher motivation and enjoyment, supporting the existing studies (Alrabai, 2022; Kuhbandner & Pekrun, 2010; Pekrun & Perry, 2014; Pekrun, 2006).

The finding of listening enjoyment, which was not significantly the lowest at T2 and T3, could be explained by the fact that learners may have improved and become more proficient in listening skills that extended their confidence and enhanced their enjoyment. In contrast to earlier findings of Pishghadam et al. (2016), who found that listening and writing were mainly related to negative emotions and reading was neutral, this study provides evidence that listening was enjoyable to the learners at different times during the academic year.

There are several possible explanations for the lack of differences between the skill-specific enjoyment at T2 and T3. One possible reason for this might be that learners' differences, varying preferences, and abilities in language skills affected the scores. It could be that for some students who like to talk and for whom speaking is fun might not have a similar experience in discovering and comprehending written and verbal texts. In other words, it could be that some learners prefer reading, writing, listening or speaking. Not all learners like speaking due to their extrovert personality while they might prefer reading since it is subjectively rewarding, as has been shown in some previous studies (Elahi Shirvan et al., 2018; Piniel & Albert). Therefore, the individual and learners' unique preferences to a particular skill could have resulted in similar evaluations of the skills enjoyment.

When looking at the learners' experiences from the perspective of the BBT (Fredrickson, 2006), it becomes evident that the enjoyment derived from speaking and listening in a FL played a crucial role in expanding learners' willingness to engage in conversation and take risks, which in turn was vital for the development of language skills. For example, positive interactions among the students during speaking activities resulted in increased participation in dialogues, contributing to the development of conversational fluency and confidence. Similarly, finding enjoyment in listening enhanced the learner's focus, thereby improving their ability to comprehend and process the subtleties of the language.

Moreover, the BBT (Fredrickson, 2006) suggests that when individuals experience positive emotions, they become more receptive to taking on complex or challenging tasks. This theory is particularly relevant in the context of reading and writing in this study, where the experience of enjoyment played a crucial role in cultivating a sense of creativity and the willingness to experiment. As a result, learners were more likely to immerse themselves deeply in texts and felt more liberated to express their thoughts through writing. Consequently, this approach contributed to the gradual enhancement of their literacy skills over time.

The construct of flow theory Csikszentmihalyi (1997, 1989, 1990) comes into play when the speaking and listening tasks are carefully tailored to provide an optimal level of challenge. When learners found enjoyment in these activities, it kept them fully engaged, fostering an environment for meaningful communication without any feelings of anxiety. For instance, the discussion activity that the participants performed in their course was a thoughtfully constructed speaking activity that stroked a balance between difficulty and skill level had the potential to induce a state of flow. In this state, the learners were completely

absorbed in the interaction, leading to an enjoyable experience and ultimately resulting in enhanced language proficiency as reported by S.1 (1st session, SRI).

From the flow theory perspective (Csikszentmihalyi (1997, 1989, 1990), when learners experience flow in reading and writing, they are fully immersed in the task, feeling intrinsic motivation and pure enjoyment. The pleasure derived from reading enhanced the learner's willingness to engage deeply with the material, leading to improved comprehension and critical thinking. Similarly, when learners were presented with writing activities (e.g., write to give advice) that were both challenging and enjoyable, they could enter a state of flow, allowing them to express their thoughts clearly and creatively, thus enhancing their proficiency in written communication.

In accordance with the CVT (Pekrun, 2002, 2006), when learners perceive that they have the ability to control their speaking and listening skills and appreciate the significance of these abilities in effective communication, they derive a sense of enjoyment. For instance, during the dialogue about ordering food in a restaurant (4th lesson) and when completing the listening to discuss activity (1st lesson), the learners who felt confident in their abilities and viewed the activities as meaningful experienced a sense of enjoyment. This enjoyable experience could in turn lead to reduced anxiety and enhanced overall performance. When it comes to reading and writing, learners who believed they had a strong command of these skills and understood their importance for personal and academic growth tended to find more pleasure in these activities. For example, some participants who were self-assured about their reading abilities and saw writing as a way to express themselves tended to find these activities more enjoyable, leading to increased motivation to enhance their proficiency.

In light of these findings, it is vital to highlight the importance of studying the enjoyment of reading, listening and writing skills that received little attention compared to speaking enjoyment. These findings accord with the previous study of Piniel & Albert (2018)

that provided evidence that enjoyment differs for different skills. Their studies reported that using specific skills can evoke distinct negative or positive emotions in a single learner. Thus, it seems that the skills' role in the differences in enjoyment of the FL learners, despite the lack of statistical evidence at T2 and T3, is undeniable.

The significant differences in enjoyment related to the different skills are striking. They show that the enjoyment of each skill should be defined, operationalized, and measured separately from general enjoyment. This aligns with the research conducted by Li et al. (2023) and Li and Dewaele (2024), who developed the L2 Writing Task Enjoyment Scale and Task Enjoyment Scale. Speaking enjoyment, as reported in the study of Li and Dewaele (2024), is a specific type of enjoyment experienced during L2 oral tasks, which falls under the broader category of general foreign language enjoyment. The study highlights that task enjoyment is a state of emotion instigated in response to a specific task, such as an L2 oral task, while foreign language enjoyment is a more stable, long-term emotional disposition related to L2 learning.

The disparity in the quantitative and qualitative findings may not allow a straightforward conclusion in claiming that speaking was the most enjoyable skill, and listening was the least enjoyable skill. That is why caution should be advised in extrapolating these findings to all learners, considering their differences and preferences for skill.

Moreover, the triangulation of data sources is critical when it comes to exploring learner emotions, as they allow for a holistic understanding of the students' skills-related enjoyment and complement each other. It enabled us to better understand their performances, reactions, and behaviours during different activities and towards different situations. This understanding was expanded by interviewing the students immediately after the classes and asking them about their emotions and feelings.

This is evident in the results of the outstanding reference to speaking enjoyment, implying that the analysis at the individual level by interviewing the students and observing them in the classroom offered a valuable and comprehensive understanding of their emotional experiences. However, this result should be interpreted with caution. The concept of social desirability bias is relevant in the context of the interviews conducted with students. This is because the students who participated in the interviews were not randomly selected but instead volunteered to be a part of the study. This could be an indication that their characteristics, such as being extroverted or preferring to speak up, may have influenced their high levels of enjoyment expressed during the interviews.

Furthermore, although the statistical analysis did not capture the learners' enjoyment when performing listening activities, it showed crucial results about the listening enjoyment that was poorly described or reported by the students in the qualitative datasets. The listening enjoyment was still rated as enjoyable.

In order to provide a complete picture of a class, it is essential to acknowledge any negative aspects of the learning experience. Although this study did not include any negative emotions, the observation of the lessons reported that some students may have had negative experiences since they looked disengaged, disconnected, bored and anxious on other occasions. These experiences can lead to a complete understanding of the learning environment, as discussed in the literature (Li, 2021).

The Extent of the Change in the Enjoyment of Speaking, Reading, Listening, and Writing.

The Change at the Group Level

An essential objective of the study was to identify the patterns of change in skills-related enjoyment at the group level. The results showed that enjoyment of reading, listening and writing stayed constant at the group level. The students' constant levels of enjoyment of

reading, listening, and writing were unsurprising, considering the absence of compelling evidence in prior research to indicate otherwise. In existing research, speaking enjoyment was studied, but the pattern of change in the other skills-related enjoyment was not found. Therefore, due to the lack of empirical evidence, the findings will be interpreted solely from theoretical perspectives without the possibility of comparison. The three skills-related enjoyment revealed stability, which can happen in complex systems. These stable patterns of behaviours in the developmental process indicate that as time moved on, the students' enjoyment stabilised.

It is essential to refer here to the fact that the covariances between the terms start and change over the two terms were negative in the three skills-related enjoyment, which means that learners who began with high levels of enjoyment experienced a low decrease over time while those who started with low enjoyment levels showed a rapid increase. This finding is consistent with Elahi Shirvan et al.'s (2021) study, which revealed that those who started with the lowest levels of FLE made greater progress than those who started with higher levels. In this regard, this finding provides a broader picture of the stability. It indicates that the students who slightly enjoyed reading, listening and writing at the start of the term experienced an increase in their enjoyment between time one and two, which stabilised following the overall group trend from the second to third term. Thus, the stability in the enjoyment of the three skills does not have to be a negative pattern for two reasons. First, there was an increase from time one to two, leading to the convergence among low and high enjoyment of students, resulting in this overall trend of stability.

Second, the students were still enjoying the class even if their enjoyment states were not elevated or heightened. Dewaele et al. (2023d) argue that mildly enjoyable classroom episodes develop into stable enjoyment characteristics as learners progress. Hence, if students achieve this state, they will be capable of enjoying their learning immediately upon

entering the classroom, regardless of whether they find the activities they participate in to be enjoyable. This claim is supported by our qualitative findings, which showed that at the beginning of the year, some students reported experiencing less enjoyment because they struggled to remember word meanings and lacked exposure to the English language.

However, over time, as they improved in English and got used to the classes, their enjoyment of the class increased mildly. The association between the inner realisation of progress and enjoyment levels broadly supports previous studies (Dewaele & MacIntyre, 2014, 2016).

Moreover, some participants liked the classes in terms two and three due to the change in the teacher and finding her more friendly and fun, matching previous studies on the positive role teachers can play in increasing enjoyment (Dewaele & Dewaele, 2020; Dewaele et al., 2017; Dewaele et al., 2022; Dewaele & MacIntyre, 2014, 2019; Li, 2021).

One of the most exciting findings was that speaking enjoyment improved at the group level over time. This differs from the findings presented in the previous studies (Dewaele & Dewaele, 2017; Saito et al., 2018; Pan & Zhang, 2021) in the sense that they found that enjoyment of the group fluctuated considerably over time. Students felt more confident speaking as the term progressed because they became more familiar with the learning environments and had supportive teachers and peers. Some students felt relaxed and having fun because they were used to their classmates, which reduced their anxiety and boosted their enjoyment. Moreover, learners attributed their enjoyment of speaking to the improvements in language proficiency. As the students practised speaking during the year, they improved, and their confidence was enhanced, leading to the ability to tackle bigger challenges successfully, leading to increased enjoyment. This finding can be explained from the CVT perspective (Pekrun, 2006), if the students perceive themselves as proficient and capable of performing the speaking activities successfully, their perceived control over the outcomes and the subjective values associated with their progress and accomplishment made them enjoy

speaking more. When students feel they have control over their learning outcomes, they are more likely to engage actively and persist in challenging tasks. This sense of control boosts their confidence, leading to increased motivation and enjoyment in the activity.

Consequently, perceived control becomes a critical factor in fostering a positive learning environment and improving overall academic performance.

The outcomes support existing evidence of the positive association between speaking enjoyment and classroom atmosphere, self-evaluation, attitudes towards the teachers and peers (Dewaele & Dewaele, 2017; Pan & Zhang, 2021), language development (Saito et al., 2018), self-perception of speaking skills (Dewaele & Li, 2022; Wang & Li, 2022).

Furthermore, it is encouraging to compare this finding with that of Piniel and Albert (2018), who reported that different skills would cause different emotions, except for the fact that the present study proved that different skills evoked distinct levels of enjoyment over time. This finding suggests that speaking enjoyment differs with the progress in learners' skills proficiency and confidence.

The Change Within EFL Learners Over Time

As mentioned in the literature review, explicit evidence was found on the intra-learner variation in speaking enjoyment and factors that contributed to it, specifically collaboration (Boudreau et al., 2018; Chen, 2023; De Ruiter et al., 2019; Guedat-Bittighoffer & Dewaele, 2023; Li & Dewaele, 2024; Pan & Zhang, 2021). However, there is limited data regarding listening, writing and reading enjoyment or what factors may play a role in their intra-level variations. The present study was designed to determine how skill-related enjoyment varies within learners and whether the four contextual factors (i.e., collaboration, control, creativity, and authenticity) can explain proportional variations in the four skill-related enjoyment. Both questions were answered using the linear multi-level modelling analysis that can evaluate the intra-learners' variations and their complex interactions with the

four factors. The explanation of the nonlinear trend within learners is embedded in the following discussion, combining both findings of the second and third research questions.

The first important finding concerns the intra-learners' enjoyment of the four skills, which increased significantly but non-linearly over time. This finding indicates that there were fluctuations within learners (i.e., rise and fall). It could be that some learners experienced more significant fluctuations than others, but the average learners experienced an increase over time, as evident in the positive estimates of the analysis. These learners' variations can be explained by the results of the third research question, which showed that speaking enjoyment was predicted by collaboration and creativity. In contrast, creativity contributed to the variations within learners in their reading enjoyment and control for writing enjoyment.

Several explanations can be put forward for these results, referring to the CDST principles discussed in Chapter Two. First, in terms of variations, even though the enjoyment of reading, listening and writing at the group level (RQ.2. a) remained steady over the nine months, with no evidence of linearity (i.e., rise or decline) or even non-linearity (i.e., fluctuations), the intra-individual analysis showed that enjoyment of reading, listening and writing was not constant. In other words, they were not static for the same person. This finding is compelling because the variations indicate that the students did or did not enjoy reading, listening and writing at precisely the exact levels at every time point, even if the average students' overall enjoyment remained unchanging.

The speaking enjoyment demonstrated significant within-learner variation, indicating that students experienced varying levels of enjoyment at different times with a nonlinear pattern. However, the majority experienced an increasing level of speaking enjoyment over time (RQ.2. a).

Therefore, there were fluctuations, although too minor to reach statistical significance at the group level for reading, listening and writing enjoyment. Additionally, these considerable variations within a single student over time indicated that the development in enjoyment of the four skills was not linear or evolved in additive manners. In these instances, the enjoyment of the four skills (i.e., complex systems) did not exhibit a sequential advancement; instead, they revealed developmental variations commonly found in non-linear systems. In this sense, the development involves phases of increase and decline caused by the interplay of skill-related enjoyment and other contextual factors (de Bot et al., 2012). The whole system suddenly and dramatically changed at a critical and unpredictable moment. This kind of change hindered sequential developments and proved that skills-related enjoyment sometimes changed non-predictably.

Additionally, it is necessary to highlight two critical constructs discussed previously in the literature review chapter, including attractor state and phase transition (Hiver, 2015). According to the findings of this study, most learners did not appear to have settled into an attractor state when it came to their enjoyment of these four skills, as evidenced by the changing skills enjoyment. It is suggested, therefore, that since fluctuations have been recorded for an extended period (i.e., three-time points for nine months), the speaking, reading and writing enjoyment as systems have departed their attractor states when the control parameters (i.e., collaboration and creativity for speaking, creativity for reading and control for writing), caused significant changes in those systems.

In other words, those factors triggered phase transitions to occur because they had substantial impacts that were adequate to force the systems (i.e., skills-related enjoyment) to self-organise into distinct attractor states (Larsen-Freeman & Cameron, 2008; Verspoor, 2015). This means that speaking, reading and writing went through new stable phases of increase or decrease due to the influence of the significant predictors. Therefore, the new

behaviour of the system (i.e., an increase in skills enjoyment) can be visibly distinct from its previous attractor state (i.e., a decrease in skills enjoyment) (Hiver & Al-Hoorie, 2020). Thus, the change in contextual factors such as collaboration, control, and creativity as parameters affected speaking, reading and writing enjoyment, moving them from a period of stagnation towards a volatile state (Irie & Ryan, 2015). Phase transitions have occurred when changes were observed in the enjoyment of four skills (e.g., increased) (Takahashi, 2019, p. 440). However, phase transitions occurred abruptly or gradually, and this is aligned with the non-linear development of the four skills of enjoyment (Hiver & Al-Hoorie, 2016).

In this case, learners' enjoyment of speaking increased when learners experienced speaking activities involving collaborative and creative work. Similarly, when learners participated in creative reading activities, their reading enjoyment improved. Moreover, having a sense of control over the writing activities enhanced their enjoyment of writing. These findings suggest that collaboration, creativity, and control are strong predictors of enjoyment of speaking, reading and writing. However, these data must be interpreted cautiously because the effects of collaboration, creativity, and control were not stable as they showed changing patterns, resulting in changes in learners' enjoyment of speaking, reading, and writing. This finding implies that the predictors did not always cause an increase in speaking, reading and writing enjoyment. There can be incidents when their influences are not strong enough to cause a significant improvement.

No predictors explained the variations in listening enjoyment among learners despite the fact that listening enjoyment varied significantly within learners across the nine months. It indicates that none of the four factors caused significant changes in listening enjoyment as they did not explain substantially any variability in listening enjoyment. In other words, their effects were not strong enough to cause phase transitions in listening enjoyment. However, there could be other causes (i.e., qualitative) that can explain the variations that were not

examined statistically. These results, however, need to be interpreted with caution due to the limited descriptions provided by the students in relation to their listening skills.

Based on the classroom observation findings, the positive results were likely due to the activity structure and the general classroom atmosphere. A note of caution is warranted here, though, since one lesson was observed and might not represent the overall classes. The observation showed that the activity followed a specific structure, allowing enough time to answer questions collaboratively and develop creative ideas about the topic (i.e., about couples) that was relative to their lives. The students looked happy, engaged and focused and one described feeling both anxious and excited. This conflicted feeling expressed by learners can explain the fluctuations in listening enjoyment. It could be that learners were able to regulate their emotions through collaboration among peers, leading to higher listening enjoyment. This finding supports the study by Zheng and Zhou (2022) that highlighted the significant role of peer personal support and emotional regulation in FLE.

It is possible that learners enjoyed listening because they believed they had strong listening skills, which were supported by their positive self-perceptions and personal interests like watching movies. This finding, although limited due to the few responses provided by our learners, did not align with the study of Dewaele and Li (2022), which did not prove a significant link between the perception of listening and enjoyment.

The findings broadly support what Piniel and Albert (2018) noted about the claim that integrating specific skills in language classes will stimulate distinct emotions within a solo learner. The finding of significant variations in speaking enjoyment at the intra-individual level further supports the previous studies and the considerable contribution of collaboration (Chen, 2023; Dao & Sato, 2021; De Ruiter et al., 2019; Pan & Zhang, 2021) that found that speaking fluctuated over time and the increase was linked to the degree of social collaboration during the activities.

A significant aspect of these findings is that fluctuations have occurred in an individual's emotional trajectory; further learning practices can be directed by understanding the factors associated with more or less desirable fluctuations. The researcher interpreted the sudden increase in the enjoyment of the four skills, particularly between T1 and T2, as the system leaving its initial attractor state at the beginning of the school year in those cases that stood out. This finding indicates that the four skills-related enjoyment are complex systems. The overall trend does not describe the real story; the overall static trend does not entail stability within a learner.

The change among EFL learners over time

The third part of the second research question of this study examined learners' variations at both the starting levels and rate of change in the skills-specific enjoyment. Thus, to answer this question, three crucial aspects were examined, including the differences between learners' enjoyment of the four skills at the first data collection point (i.e., first academic year), how their enjoyment grew over and varied between learners, and the association between the initial levels and development over time. The following sections restate the results, point out important and interesting findings, and compare them with previous findings.

The Initial levels of the four skills-specific enjoyment. The findings showed that the initial levels of the four skills-specific enjoyment differed widely among learners. The variations in learners' initial skills-specific enjoyment indicate differences in their starting enjoyment states. These patterns were also reported in a few longitudinal studies (Elahi Shirvan et al., 2020, 2021, a, b; Kruk et al., 2022), where learners showed heterogeneity in their early enjoyment levels. The differences suggest that at the beginning of the year, some learners experienced higher levels of enjoyment; some had an average level, while others had lower levels of enjoyment of the four skills.

Another significant finding, which was reported in the first part of question one, was that the covariances were negative, and the means of the slopes were more remarkable than that of the intercepts. The positive estimates of the covariances mean that the learners with high intercepts and above-average enjoyment of the four skills at the start of the year had flatter-than-average slopes. In the same way, those learners who started with low intercepts (i.e., below average) tend to experience steeper slopes (i.e., above) than average in their enjoyment over time. These results corroborate those of existing studies (Elahi Shirvan et al., 2020, 2021, a, b; Kruk et al., 2022) that revealed significant variations among learners in the intercepts and negative covariances, attributing high enjoyment levels to satisfactory performance in classroom activities, collaboration with their classmates, encouraging and supportive teachers, attitudes towards teachers and learning a FL, positive feedback from teachers or peers, and interesting materials.

The qualitative data enabled us to tap into the possible reasons for the variations between learners at the beginning of the year and their increase, decrease, or stability throughout the nine months. Their findings revealed that several factors were responsible for the differences in learners' overall enjoyment, which, in turn, affected the skills-specific enjoyment over time.

The majority of the participants attributed the positive evolution in their enjoyment levels throughout the three semesters to factors associated with the teacher, such as her personality, assistance, and improved knowledge. Just like the findings of Guedat-Bittighoffer and Dewaele's study (2023), where they found that the participants' emotions remained relatively stable throughout the course, with the exception of a brief period of heightened anxiety and lower teacher enjoyment when a new teacher unexpectedly entered the classroom during the third session. This finding presents a compelling case for the importance of teacher roles in maintaining a stable emotional state in academic settings.

Having teachers as a cause of the change in learners' enjoyment is consistent with those of previous studies (Dewaele & Dewaele, 2017, 2020; Dewaele et al., 2022; Elahi Shirvan et al., 2020; Kruk et al., 2022), supporting the significant role teachers play in their students' enjoyment either positively or negatively. The teacher's personality, characteristics, and teaching practices resulted in low enjoyment levels for some students at the beginning of the year, which increased after they benefited from the teacher's competence support and guidance.

Thus, the interplay of internal and external factors is evident. This is because when learners realised that they progressed in English because of the teacher, their enjoyment increased. Teachers were responsible for the variations among learners at the start and during the academic year.

Furthermore, the need for sufficient proficiency in the FL affected learners' enjoyable experiences. Some learners have reported low levels of enjoyment when starting their academic year due to their low proficiency levels. This result is consistent with Dewaele and Meftah's (2024) and Dewaele and MacIntyre's (2014) findings, which show that beginning learners have lower FLE levels. Additionally, it matches Dewaele and Li's (2022) research that has demonstrated a positive association between enjoyment and perceived competence in reading and speaking skills.

Other learners, on the other hand, described their excitement about studying English because they liked learning it and progressed during the year, confirming previous literature (Botes et al., 2022; Elahi Shirvan et al., 2020, 2021, a, b; Kruk et al., 2022) that FLE is associated with a positive perception towards the FL. We are aware that any minor disparity among learners, such as their different personal perceptions and preferences, may result in further significant variations between learners related to system behaviours (de Bot & Larsen-Freeman, 2011). This positive association between enjoyment and learners' self-perceptions

found in this study is consistent with Wang and Li's (2022) study regarding the significant predictive effect of enjoyment on reading and writing actual and perceived performance and speaking self-perceived performance, except for that they measured the actual performance in the online classes.

Other contextual factors could also have influenced learners' initial enjoyment levels. It should be noted that the data was collected immediately after schools reopened for face-to-face classes after being closed for one year because of COVID-19. Thus, some learners' enthusiasm to get back to physical classes might have affected their enjoyment levels positively or negatively based on what each student preferred (Dewaele et al., 2022).

The Rate of Change in Speaking and Listening Enjoyment and Their Causes. Another important finding that stands out from the results reported earlier was that the rate of change in speaking and listening enjoyment varied significantly among the students over time. The significant variations in the slopes suggest that the students had unique individual trajectories in their enjoyment of speaking and listening over time. This result shows that some students' enjoyment of language learning increased as they progressed, while others experienced stable levels or fluctuations, and some experienced a decrease. These results of the significant slopes agree with those obtained by previous researchers (Elahi Shirvan et al., 2020, 2021, a, b; Kruk et al., 2022). Hence, it could conceivably be hypothesised that learners were experiencing phase transitions in their speaking and listening enjoyment states during their language learning process, as revealed by the significant variations in the slopes of their enjoyment over time. As a result of these transitions, the dynamics of their enjoyment were changing (Larsen-Freeman & Cameron, 2008).

The significant variations between learners' speaking and listening enjoyment in the slopes are linked to the change in the internal and contextual factors explored in RQ3. As the results showed, collaboration and creativity caused variations between learners' speaking,

while only collaboration influenced listening enjoyment. These results are striking as they show that specific factors caused substantial differences between the learners' enjoyment of speaking and listening, shaping their enjoyment levels and trajectories across time.

There are several possible explanations for these findings referring to the CDST principles (Larsen-Freeman & Cameron, 2008). First, the findings align with the interconnectedness of speaking and listening enjoyment with the internal and contextual factors. Collaboration and creativity positively influenced learners' speaking enjoyment levels and direction. This implied that the effect of collaboration and creativity were not constant as they were systematically changing and affecting speaking enjoyment. Similarly, the impact of collaboration on enjoyment during listening activities was not stable. Listening enjoyment fluctuated from high and low to stable according to the degree of cooperation. The majority of these interactions were positive, causing an increase in enjoyment as evidenced by the average positive estimates.

According to the results, these predictors had a positive and supportive impact on speaking and listening enjoyment, but only some of the time. There were moments when they did not support the increase in speaking and listening enjoyment. This could be attributed to the interaction of speaking and listening enjoyment with other internal and external factors. Alternatively, the predictor effects may not have been strong enough to move the speaking and listening enjoyment from the attractor state to a phase transition (Baba & Nitta, 2014).

There could be moments when learners were more exposed to speaking and listening collaboratively and creatively, which increased their enjoyment compared to other times when learners were involved with less exposure to collaborative and creative speaking and listening activities. This could also be related to other external factors, such as having a lesson that does not include speaking or listening activities, limited interaction with peers, or closer-ended or guided activities. At the same time, there could be other internal factors that

might play an influential role, including learners' personalities, such as being introverted, motivation, attitudes towards the FL, and low proficiency levels. Thus, the dynamic interactions among different factors lead to variations in speaking enjoyment.

The Rate of Change in Reading and Writing Enjoyment and Their Causes.

Another important finding was that the slopes of the enjoyment of reading and writing were not significant. This finding of significant intercepts and non-significant slopes indicates that the variations in the student's initial reading and writing enjoyment converged to follow similar patterns of the group trajectory. These results differ from the previous studies (Elahi Shirvan et al., 2020, 2021, a, b; Kruk et al., 2022) that proved positive differences among learners over time.

The current study shows that the majority of learners experienced consistent levels of enjoyment in their reading and writing activities, which remained stable over an extended period during the school year (i.e., measured at three points over nine months). These findings can be explained by the CDST principles (Larsen-Freeman & Cameron, 2008). First, the stability suggests that learners' enjoyment of reading and writing has settled into a solid and enduring attractor state (Hiver, 2015). It should be noted, though, that having static levels of reading and writing enjoyment during the academic year does not mean that they were utterly steady. Nevertheless, there could be subtle variations that are unobservable (Baba & Nitta, 2014), which might result in rapid and unpredictable change. This change could be either positive, such as an increase in the writing and reading enjoyment levels, or negative, like a decrease in writing and reading enjoyment levels. Such changes lead the systems to move away from their previous stable state and reorganise themselves into a new stable state (Larsen-Freeman & Cameron, 2008; Verspoor, 2015). The level of resistance required to induce a significant change in reading and writing enjoyment, or a phase transition, should

have corresponded to the degree of stability observed in the systems. This study presented evidence that, for the majority of participants, this phase transition did not occur.

However, the fact that the variations in the students' initial reading and writing enjoyment converged to follow similar patterns of the group trajectory can provide another interpretation. This is because the convergence indicates that, in some cases, a few learners experienced an abrupt rise and fall in reading and writing enjoyment, specifically between the initial and second measurement periods. Therefore, the shift in learners' enjoyment of reading and writing might have occurred at the start of the year when the systems departed the initial stable state and reorganised themselves into a new stable state after the first term.

The robust attractors that caused stability in reading and writing enjoyment can be explained based on the findings of the third research question. The third research question in this study examined the effect of four factors on reading and writing enjoyment. The results demonstrated non-significant slopes of the writing and reading enjoyment (RQ3. c), implying that the associations between collaboration and writing and control and reading were not significantly distinct over time (RQ3. b). In other words, as time points changed, the predictors preserved their steady influences and consistently contributed to the stability in the reading and writing enjoyment between learners. Hence, the impacts of the predictors on the outcome variable remained relatively stable over time between learners.

According to Larsen-Freeman (2019), even though a system may seem stable, it is always subject to internal and external factors or control parameters that influence it. These factors caused the system to settle into what is called an attractor state, which was likely to change if the control parameters had a significant impact. Despite minor fluctuations, the systems remained in this attractor state without substantial changes (Baba & Nitta, 2014). Based on the findings that revealed excellent stability, the systems (i.e., reading and writing enjoyment) have stabilised into a deep attractor basin, and the control parameters, which are

control for reading and collaboration writing that caused this stability, are considered robust attractors (Hiver, 2015).

The enjoyment of speaking, listening, reading, and writing did not remain static but changed dynamically over time. This change was observed at the intra-individual level (for the four skills) and the inter-individual level (only speaking and listening). These findings can be explained from the theoretical frameworks discussed in the literature review chapter.

The BBT (Fredrickson, 2001, 2013) helps explain how individual growth in language skills fosters increased enjoyment, while the flow theory (Csikszentmihalyi, 1997, 1989, 1990) accounts for variations in how learners experience flow depending on their skill-challenge balance. The CVT (Pekrun, 2002, 2006) highlights differences in how learners perceive control over their language learning tasks, which can explain why enjoyment levels vary between individuals.

According to the BBT (Fredrickson, 2001, 2013), positive emotions such as enjoyment broaden learners' cognitive and behavioral repertoires. It can explain how the enjoyment of speaking, listening, reading, and writing grew progressively as learners experienced success and satisfaction in these activities. Over time, the enjoyment of the skills-based activities led to building lasting language skills and greater resilience in learning. For example, some learners initially experienced moderate enjoyment as they faced the challenges of learning new language skills. However, as they built competence and confidence, their positive experiences accumulated, resulting in greater enjoyment over time. This development was particularly noticeable when learners reflected on their progress and recognised their improvement. In speaking, learners initially felt apprehensive, but over time, as they engaged in more conversations and broadened their communicative strategies, their enjoyment grew.

Similarly, for listening, learners initially found comprehension difficult, but as their listening skills improved, the activity became more enjoyable. In reading and writing, learners' enjoyment increased as they built linguistic knowledge, allowing them to engage with texts and express themselves more fluently. The findings highlight how positive experiences in learning the four skills contributed to a cycle of growth, deepening enjoyment over time.

Csikszentmihalyi (1997, 1989, 1990) suggests that enjoyment in a task arises when there is a balance between the difficulty of the task and the learner's skill level. Over time, as learners' skills improved, they were more likely to experience flow during speaking, listening, reading, and writing activities, which in turn led to increased enjoyment. Flow is characterized by complete immersion in a task where learners feel both challenged and capable of meeting that challenge. At the start of the academic year, some learners struggled to find this balance, often leading to frustration or anxiety. However, as they practiced and grew more proficient, they entered the flow state more frequently, where their enjoyment peaked. For instance, the speaking activity that caused anxiety to S.4 (4th lesson) during her presentation evoked enjoyment after the activity as she felt more confident when the teacher helped her.

Similarly, the listening activities may shift from being challenging to enjoyable as learners become better at understanding spoken language. As reported by one of the participants (S.2, SSIs), getting used to watching English movies improved her comprehension which was the reason why she liked listening activities. In reading and writing, tedious activities became enjoyable as learners developed the ability to read more complex texts or express themselves more clearly in writing. Therefore, the flow theory can explain why enjoyment grew non-linearly, as the balance between skill and challenge shifts over time, leading to peak enjoyment experiences as learners improve.

To explain this finding from the educational psychology perspective, those learners perceived intrinsic value of the course contributed to the higher skills-specific enjoyment levels at the baseline (Pekrun, 2006). The CVT (Pekrun, 2002, 2006) posits that learners experience enjoyment when they feel a sense of control over their performance and value the task at hand. Over time, as some learners developed greater control over their language skills and came to appreciate the value of these skills, their enjoyment increased. In the early stages of the academic year, some learners felt less control over activities like speaking, listening, reading, and writing, which limited their enjoyment. However, as they gained more confidence and mastery over these skills, their sense of control grew, and with it, their enjoyment. In the speaking activities, both S.4 and S5 (SRIs) initially felt insecure about their abilities, but as they gained control over the presentations, their enjoyment of the speaking activities increased. Similarly, the listening activities that once felt overwhelming became more enjoyable as learners gained control over comprehension. For reading and writing, enjoyment grew as learners gained fluency, giving them greater control over interpreting texts and expressing their ideas.

The absence of significant changes over time in learners' enjoyment of reading and writing skills at the inter-individual level can also be explained through the lens of the BBT, Flow Theory, and CVT.

According to the BBT (Fredrickson, 2001, 2013), if no significant change in enjoyment is observed in reading and writing skills, it could suggest that learners were not experiencing consistent enjoyment in these areas or were not encountering activities that allowed them to expand their capabilities. For instance, reading and writing activities may not be challenging enough to promote growth or were not sufficiently engaging to stimulate further enjoyable experiences. This lack of novelty or progression could have led to stagnation in enjoyment, as learners may feel they were not building on previous experiences.

According to Csikszentmihalyi's (1997, 1989, 1990) perspective, the lack of significant change in enjoyment for reading and writing over time may suggest that learners were consistently outside the flow state in these activities. This could be due to reading and writing activities not providing enough challenge for proficient learners, leading to boredom, or being too difficult, causing frustration. Without the right balance, learners may struggle to experience flow, which could explain why their enjoyment levels remain stable over time. The absence of optimal task design, where the task matches the learners' skill level, could be a key reason for the lack of change in enjoyment.

Considering Control-Value Theory (Pekrun, 2002, 2006), if learners experience little change in enjoyment for reading and writing, it may indicate that their perceived control over these skills remains stable, neither increasing nor decreasing. This could be due to the activities not varying in complexity or the learners feeling that they have reached a plateau in their abilities. Additionally, the value that learners place on reading and writing might remain constant, which would limit fluctuations in enjoyment. If learners do not feel that these skills are particularly useful or relevant to their personal goals, they may maintain a neutral level of enjoyment over time.

Following the discussion of the second and third research questions using the CDST, BBT, CVT, and flow theory principles to interpret particularly the variations in the four skills-related enjoyment at the group, intra- and inter-learners' levels and their predictors, the subsequent section provides a detailed insight into the viewpoints of CDST, PP and educational psychology in relation to the significant predictors from both quantitative and qualitative evidence found in this study. This will enable a more comprehensive understanding of the research findings from various perspectives.

The Significant Contributors to the Change Within and Between Learners' Skills-related Enjoyment

Prior studies have noted the importance of the four factors of collaboration, control, creativity, and authenticity in relation to the four skills-specific enjoyment (Dewaele & MacIntyre, 2014; Dewaele et al., 2018; Boudreau et al., 2018; Piniel & Albert, 2018). The present study was designed to determine the effect of those factors on the four skills-related enjoyment over time at both the intra- and inter-learner levels. The study discovered that collaboration had an impact on the fluctuations of learners' enjoyment levels in speaking and listening but caused stability in their enjoyment of writing. Additionally, creativity affected the variations in speaking and reading enjoyment within learners. On the other hand, control played a significant role in the fluctuations of writing and reading enjoyment within and between learners. The research study yielded some intriguing results, particularly in authenticity.

The qualitative data allowed us to investigate the qualities learners appreciated in speaking, listening, reading and writing activities. One important finding was that the characteristics learners attributed to the enjoyment of the four skills in their qualitative data were somewhat different from what they reported in the surveys. Incorporating the qualitative sources uncovered underlying factors that contributed to the students' enjoyable experiences associated with the skills.

Unlike the quantitative results, the four factors remarkably influenced speaking enjoyment. The most indicative factor of skill-based enjoyment was high collaboration, followed by high control, high authenticity, high creativity, low collaboration, low control and authenticity, and low creativity. The following sections provide descriptions of each pair of the qualities supported by the representative extracts. Interestingly, despite the lack of statistical evidence to support the correlation between authenticity and the set of skills, a

qualitative analysis revealed a noteworthy connection. One of the most significant findings was that authenticity had a positive impact on the skills of speaking and writing enjoyment.

This section draws on how the significant predictors contributed to the variations within and between the learners in the skills-related enjoyment. As discussed earlier, despite the rise and drop in learners' enjoyment over time, there were moments when the three predictors influenced the increase in skills-related enjoyment. Thus, the possible explanations of the positive contributions are explained further, along with their theoretical conceptualisations.

In terms of the predictors that were associated with the stability of learners' reading and writing enjoyment, we argue that this effect does not have to be adverse. As argued by MacIntyre et al. (2021), being in an attractor state can sometimes be considered harmful, although it is not inevitably so. For this reason, we cannot assume that the stability in reading and writing enjoyment caused by the predictors, control and collaboration are destructive to their development. In fact, they can be compelling. However, these results still need to be interpreted with caution, as they are explained in the following sections.

CDST can provide a valuable explanation regarding the contribution of the factors to the patterns of the development of skills-related enjoyment over the nine months. The findings reported here suggest that the four skill-related enjoyment are complex systems since they revealed intricate behaviours and non-linear manners. Explaining how the factors can influence enjoyment is presented here, as well as each factor that contributed either to the fluctuation or stability. It is essential to consider other factors that may have interacted with and caused changes over time when interpreting dynamic systems. This means that there may be other factors that should have been examined that could have played a role in the changes observed. In the next section, we will discuss the effect of each factor on skills-specific enjoyment, with support from qualitative analysis to help us better understand them.

The Significant Contributors to the Change Within and Between Learners' Speaking Enjoyment.

Collaboration shaped speaking enjoyment, leading to significant variations at both intra- and inter-learner levels. This finding is expected and straightforward since speaking skills naturally involve social dimensions. It should be noted that the researcher frequently observed the speaking activities. Thus, there could be a potential bias from the data obtained from the students who were interviewed immediately afterwards. For this reason, the episodes that were taken from observations and stimulated-recall interviews were initially excluded from checking for any potential bias. However, their exclusion did not result in a decrease in the high frequencies of speaking enjoyment and speaking collaboration. Therefore, they were included in the datasets. Nevertheless, caution should be exercised while interpreting these results.

It is possible to explain the positive impact of collaboration on listening and speaking enjoyment from different theoretical perspectives. The enjoyment gained from effective collaborations played a role in enhancing learners' resources, including advanced communication skills and improved interpersonal relationships, starting enduring positive effects. Thus, drawing on the BBT (Fredrickson, 2006), this study provides evidence that it is not only positive emotions such as enjoyment that can boost collaboration, but collaboration can also contribute to greater enjoyment (Fredrickson, 2006). When learners were actively involved in positive social interactions, they experienced enjoyment, which could endure even long after this feeling was initially stimulated, creating a loop of positivity (Fredrickson, 2006). Collaboration improved enjoyment by fostering a sense of community and shared purpose, which could enhance motivation and satisfaction. Conversely, increased enjoyment led to more effective collaboration, as positive emotions promoted trust and open communication among team members. Together, this created a reinforcing cycle where

enjoyment and collaboration built upon each other. In the long term, a positive collaborative environment led to sustained personal and professional growth for individuals involved. It fostered resilience, adaptability, and a strong support network, which were crucial for overcoming challenges. Regarding the increase in learners' enjoyment of speaking, the effect of the enjoyment learners experienced in the first term could have made them more resilient and allowed them to adequately practice the skills as they continued their course throughout the year. This spiral of enjoyable moments stemmed from collaborative activities enhanced their enjoyment, which can explain the increase in learners' enjoyment over time.

Moreover, from the CVT (Pekrun, 2006; Pekrun & Perry, 2014) perspective, collaboration significantly influenced learners' control and value perceptions, thereby enhancing their enjoyment. When learners felt a sense of control over their activities and perceived the value in collaborative activities, their intrinsic motivation and emotional engagement increased. This synergy between control, value, and collaboration did not only boost enjoyment but also fostered a deeper, more meaningful learning experience. Through multiple possibilities of answers to a given activity from different learners, they had more chances to control their performance and outcomes (Pekrun & Perry, 2014).

Interestingly, the qualitative data supported the statistical results in terms of the remarkable effect of collaboration on speaking enjoyment. The high collaboration theme was the most frequent factor contributing to speaking enjoyment. This finding is not surprising since speaking is a social skill that involves collaboration to accomplish an activity's goal. Therefore, speaking activities stimulated a high degree of enjoyment among the students since they were able to engage and participate in the activities actively. Students liked that they were encouraged to collaborate, which helped them develop their public speaking skills and build confidence. Participants were allowed to share their ideas and receive feedback from their peers. Speaking helped students clarify thoughts and ideas, learn from peers, and

improve speaking skills. The significant influence of the collaboration factors conforms to the findings of prior literature (Chen, 2023; Dao & Sato, 2021; De Ruiter et al., 2019).

The results of this study also show that creativity contributed to the variations between and within learners in their enjoyment of speaking. The possible explanation of how creativity enhanced speaking enjoyment was the fact that speaking activities offered learners opportunities to be innovative and create their scripts.

According to the BBT (Fredrickson, 2006), positive emotions such as enjoyment can broaden an individual's thought-action repertoire, enhancing their creativity and problem-solving skills. This increased capacity for creative thinking allowed the learners to explore new ideas and perspectives, further enriching their intellectual growth. As a result, the learning process became more dynamic and engaging, fostering a deeper connection to the material. The ability to produce a new answer that was not fixed enhanced learners' intellectual capabilities, engagement, and exploration.

From the flow theory perspective (Csikszentmihalyi, 1997), the sense of accomplishment stimulated learners' interest in learning and contributed to long-term effects such as rewarding experiences (Csikszentmihalyi, 1997). Engaging in creative tasks allowed the learners to experience a state of flow, where they became fully immersed and lost track of time. This deep engagement did not only enhance enjoyment but also fostered intrinsic motivation and a sense of fulfillment. As a result, the learners were more likely to pursue challenging activities that stimulated their creativity and contributed to their overall growth.

Furthermore, since learners perceived the multiple options, answered questions and had the freedom to align their abilities to the activity, they felt creative, saw it as in their control, and attached value to it (Pekrun & Perry, 2014). This aligns with the CVT, which suggests that when learners perceive control over their learning activities, they experience greater enjoyment and creativity. Consequently, this enhanced their overall engagement and

motivation. When learners consistently perceived control and value in their activities, they were more likely to develop a sustained interest in the subject matter. This sustained interest fostered deeper cognitive engagement, leading to better retention of information and higher achievement levels. Ultimately, this positive feedback loop could contribute to more successful long-term learning outcomes.

Interestingly, creativity was also reported frequently by the students in the interviews and open questions. Having multiple options to provide innovative answers, think outside the box, and discover their peers' perspectives enhanced their enjoyment of speaking. The students reported that some specific activities, such as photo description, filmmaking and role-play, facilitated enjoyment. Creative speaking activities pushed their ideas further, built their personal growth and enabled them to observe the use of the FL beyond the classroom by allowing them to shape an activity. These results confirm previous studies (Dewaele et al., 2018; Dewaele & MacIntyre, 2014; Li et al., 2018).

The qualities the students reported as pleasant in relation to speaking enjoyment were high control. Students experienced a sense of control when they were able to affect the activity's outcome through prior speaking script preparation and the performance by choosing questions and materials. These results further support previous studies (Dewaele & MacIntyre, 2014; Resnik & Dewaele, 2021), which found that enjoyment is facilitated by encouraging learner autonomy and allowing them to shape an activity.

One of the most interesting findings was that according to students' words authenticity had a positive impact on their speaking enjoyment despite the absence of statistical evidence. It is somewhat surprising that no significant associations were noted in the learners' speaking authenticity and enjoyment. This inconsistency may be interpreted in a number of ways.

First, statistically significant values could not capture the minor proportions of variability in the enjoyment of the four skills explained by the authenticity factor. The reason is that by exploring the qualitative descriptions, it is encouraging to report that speaking activities that require the uninterrupted and accessible production of communication was found to induce more enjoyment as reported in previous studies (Dewaele & MacIntyre, 2014). Furthermore, learners felt more enjoyment when they focused on communicating to deliver a message (Egbert, 2003; Aubrey, 2017) because they perceived the value of the target goals and developed their interpersonal relationships (MacIntyre & Dewaele, 2014). Students appreciated speaking activities that enabled them to reflect on their experiences and apply their knowledge in new and innovative ways, connected with the real world, and promoted enjoyment. In other words, activities that made learners practice the language for communicative purposes led to more exciting and enjoyable learning experiences. Students found speaking activities enjoyable if they were relevant, meaningful, and related to real-world experiences. These results corroborate the findings of a great deal of the previous work (Chen, 2023; Dewaele et al., to appear; Li et al., 2018; Saito et al., 2018).

Second, the differences could be related to learners' preferences for more controlled speaking activities. Thus, since enjoyment is an individual experience, authentic activities might not align with the learners' different personality types. This is evident in the student (S.3, SSI) who had a positive and enjoyable experience with the pre-scripted speaking since it allowed her to participate in a speaking activity in a structured and familiar framework without feeling pressured. While the low-authentic speaking activities were structured and limited students' abilities to express their ideas freely, students were able to practice specific language skills using this activity. Students felt more confident and prepared to use these skills in real-life situations by practising them in a controlled environment, which provided a source of enjoyment and satisfaction for them.

The Significant Contributors to the Change Within and Between Learners' Reading Enjoyment

Creativity played a role in fluctuating FL reading enjoyment. Although the theme of creativity did not emerge from the qualitative data in relation to reading enjoyment, other factors appreciated by the learners, such as interesting topics and materials, can support the contribution of this predictor. The topics provided to the students in the textbooks included a variety of reading topics that align with unique learners' differences and interests. The personal, fun, and exciting topics were among the things the students liked in their reading classes, echoing the findings of Elahi Shirvan et al. (2021) and Piniel and Albert (2019), which showed that students enjoyed reading when they were engaged with topics that were interesting to them. This variability in materials may have enhanced creativity, attracted their attention, fostered engagement, and created positive attitudes towards the reading activities, thus making the reading an enjoyable activity.

This reading enjoyment likely fostered creativity by allowing students to engage with content that sparked their interest and imagination. According to the CVT (Pekrun & Perry, 2014), when learners perceive academic tasks as valuable and within their control, they are more likely to experience positive emotions, leading to enhanced learning outcomes. Consequently, personalized reading materials can play a crucial role in both cognitive and emotional development. Providing learners with different reading materials that were perceived as personally relevant during the academic year might have enabled them to practice control over their reading development, causing enjoyment (Pekrun & Perry, 2014).

According to Csíkszentmihályi's flow theory Csikszentmihalyi (1997, 1989, 1990), reading enjoyment peaked when the challenge of the material matched the reader's skill level, creating an optimal state of engagement and creativity. When readers were fully immersed in a book, they experienced a sense of flow, where time seemed to disappear, and their focus

was entirely on the narrative. This state enhanced reading enjoyment and fostered creative thinking and deeper comprehension. The dynamic interplay among these factors resulted in reading enjoyment fluctuations as learners attempted to adapt to new experiences and difficulties (Larsen-Freeman, 2019). Moreover, it could be that learners encountered some reading materials that might be beyond or below their abilities, leading to fluctuations (Csikszentmihályi, 1975). The increase in reading enjoyment in the average students in this study could be attributed to the resilience they built through the positive experiences, which enhanced their overall well-being in the learning environment (Fredrickson, 2006).

The relationship between various factors can help explain why reading enjoyment fluctuated over time. When these theories are combined, they offer a detailed understanding of the intricate and ever-changing nature of language learning experiences.

The results of this study also show that control contributed to the stability between learners (i.e., inter-learner level) in their reading enjoyment. Several control-related factors could explain reading stability. Firstly, when learners have control over reading topic selections, exploring various genres, and pacing, they are able to adapt to and mitigate material difficulties with no need to undergo substantial changes in their overall enjoyment (Larsen-Freeman, 2007).

Second, viewing reading enjoyment as a dynamic system means that it can result from interaction between different elements. Thus, the control factor can incorporate multiple components related to a reading activity, including comprehension skills, personal interest, and relevance of the content. This regulation and control of the interplay among several factors helped learners preserve a harmonious reading experience, resulting in consistent levels of enjoyment over time. Another explanation could be related to the self-organisation (Larsen-Freeman & Cameron, 2008) that learners got involved in when they adapted and effectively controlled their reading preferences and approaches to prior experiences during

the academic year, creating ongoing habits related to reading activities that led to the stability of enjoyment during the year. In other words, when the learners had enough control to decide how to perform the activity, they could adapt their skills and interests (Csíkszentmihályi, 1997; Pekrun, 2004).

Students' responses to the qualitative instruments can also support this finding, as the participants valued reading selective texts that were aligned with their interests and abilities as enjoyable. The qualities learners valued in the reading activities coincided with the previous research of Elahi Shirvan and Taherian (2020), such as involvement in a high degree of collaboration. Being able to solve comprehension questions collaboratively was fun and engaging. It was found that reading alone helped one particular student (S.8, SSI) to concentrate better and engage more with the text. According to the student, reading in solitude allowed her to focus entirely on the material at hand and avoid any distractions. This finding is significant because it highlights the importance of taking into account individual differences and preferences when studying learners' emotions.

The Significant Contributors to the Change Within and Between Learners' Listening Enjoyment.

Collaboration was found to shape listening enjoyment, leading to significant variations among learners. What is curious about this result is that listening activities are more solitary and do not involve social aspects. This result goes against the common perception that listening is an individual activity. However, a note of caution is due here since the students were asked in the survey about listening to discuss activity in particular, which could have affected their ratings of the collaborative listening activities.

Overall, students experienced an increase in their listening enjoyment due to collaboration, supporting the recent finding of Zheng and Zhou (2022). One of several factors could explain these findings. The first possible explanation might be that cooperative

activities reduced the monotonous of passive listening and promoted active participation, instigating higher enjoyment. The lack of repetition in the classroom encourages higher enjoyment, which is evident in previous research (Kruk et al., 2022).

Another possible explanation for this is that in the collaborative setting, as observed in the lesson, learners got peer support and assisted each other in comprehending the content of the listening text. This use of combined skills cultivated a sense of balance between learners' abilities and the challenge of the listening activities (Csíkszentmihályi, 1997), as stated by the student (S.1, SRI) after the activity. Through joint work and assistance, a positive and dynamic environment was created, enabling learners to regulate their emotions (Zheng & Zhou, 2022), which enhanced the overall experience of the listening activity. This result is crucial as it can provide longitudinal evidence on the significant role of group or peer work on listening skills, confirming the findings of Zheng and Zhou (2022).

The qualitative outcomes provided insights into the various factors that influenced listening enjoyment. According to the study, having high control over the listening text significantly enhances the overall listening experience. This finding is similar to a study conducted by Piniel and Albert (2018), which suggests that successful listening comprehension activities of a FL leads to positive emotions. In contrast, Pishghadam et al. (2016) found that listening activities are often associated with negative emotions. The findings also suggest that collaboration had a significant impact on listening enjoyment, which contradicts the quantitative results.

The Significant Contributors to the Change Within and Between Learners' Writing Enjoyment

Collaboration contributed strongly to the stability between learners in their enjoyment of writing. This finding is consistent with the current evidence where collaboration recurrently occurs as a positive influence of learners' enjoyment, specifically in relation to

classroom activities (Dewaele & MacIntyre, 2014; Piniel & Albert, 2019; Zhang et al., 2022; Zheng & Zhou, 2022).

These relationships can be explained based on the theoretical frameworks discussed previously. In addition, the qualitative data allowed us to explore the causes of the stability in writing enjoyment further. Since collaborative writing activities involved ongoing feedback and interaction between learners, much feedback was provided to the students either from peers or teachers. Within a dynamic system, feedback is essential for adaptation (Larsen-Freeman, 2007), which can be accomplished through collaboration. Hence, the continuous assistance could have played a role in optimising learners' writing skills over time (Pekrun & Perry, 2014). In this sense, as learners became more proficient and confident and mastered their writing, their enjoyment was balanced (Csíkszentmihályi, 2008) and became stable. Moreover, through social interaction, learners were able to share thoughts and get support from each other, which promoted a sense of community and joint achievement, echoing the findings of Piniel and Albert (2019), where learners' writing enjoyment was enhanced through communication. The social aspect of collaboration became a driving force that stabilised enjoyment in the long run (Fredrickson, 2004).

Based on the CVT (Pekrun & Perry, 2014), the continuous support that learners received likely helped them feel more in control and accomplished in their writing skills. As learners became more proficient and confident, they started to see writing as a meaningful and achievable task. This increased sense of control, along with the intrinsic value they placed on their improving skills, probably led to a more consistent and balanced enjoyment over time. According to the CVT, when learners feel high control over a valued task, it maximises positive emotions like enjoyment, resulting in a steady emotional response.

Based on the flow theory (Csíkszentmihályi, 2008), as learners became more proficient in writing, they may have experienced a state of flow more often. Increasing

mastery allowed them to tackle activities that matched their abilities, creating an optimal challenge that kept them engaged. This balance prevented them from feeling overwhelmed or bored, leading to a steady level of emotional satisfaction as they achieved personal goals and overcame obstacles in their writing.

According to the BBT theory (Fredrickson, 2004), the stability in enjoyment can be explained through ongoing social interaction and collaboration among learners. This interaction did not only improve their cognitive and linguistic abilities but also enhanced their emotional and social capacities. The sense of community that formed through collaborative efforts provided emotional support and a shared sense of achievement, reinforcing the enjoyment derived from writing. According to this theory, positive emotions like enjoyment broaden learners' thinking and actions, helping them build resources over time. As these resources (both social and cognitive) accumulated, learners' enjoyment of writing became more resilient and stable, rather than fluctuating, reflecting the long-term benefits of positive emotional experiences in learning environments.

The qualitative data provided another story in terms of writing enjoyment and collaboration. Learners enjoyed writing collaboratively in the classroom because of the continuous self-regulation through group diversity and brainstorming. This is because, during collaborative writing, learners experienced changing conditions and were exposed to multiple ideas and perspectives, which offered them opportunities to find distinct answers and solutions to the activity. Therefore, by adapting their writing strategies to different styles and perspectives and regulating their emotions in collaborative groups, they developed the ability to overcome numerous writing challenges, contributing to their enjoyment. The significant role of self-regulation through peers and groups in collaborative writing enjoyment can support Zhang et al. (2022) despite the differences in the contexts. Through self-regulation, learners were able to sustain their enjoyment during challenging

writing activities, supporting the previous evidence on the contributory role self-regulation plays in enhancing enjoyment (Zhang et al., 2022). Overall, collaboration in FL writing can contribute to the stability and enjoyment of writing over time through ongoing feedback, social interaction, adaptation to challenges, and shared support. The interplay of these elements creates a conducive environment for learners to consistently improve their FL writing skills and enjoy the process.

Discovering that the control factor has a significant impact on how learners' writing enjoyment changes over time is an original finding. It demonstrates the importance of providing a supportive environment for learners to enhance their writing experience. Having enough control over the writing activities in terms of their length and monitoring the progress of the answer led to enjoyable writing experiences. The students enjoyed the classroom activities that empowered their choices and allowed for freedom when performing the activities.

During the observation of a writing activity about food, the students were given complete freedom to write on any food-related topic. By allowing students to choose the topic and way of their writing, they felt more ownership and control over the activity, increasing their commitment to it. Some students found this to be more engaging. Having control over the writing activity at hand fostered autonomous learning and taking responsibility for their writing. These results are in accord with existing studies indicating that learners' enjoyment increases as they become more autonomous (Csizér & Albert, 2024; Dewaele & Meftah, 2024; Resnik & Dewaele, 2023; Resnik et al., 2023). The positive effect of control matched the finding of Dewaele et al. (2018), who attributed some factors to activities that contribute to higher levels of FLE, such as incorporating learner-focused activities and enabling the learners to be more autonomous.

The qualitative findings revealed a further predictive association between writing enjoyment, creativity and authenticity, which differs from the statistical data. Writing activities encouraged creativity and allowed the students to explore their ideas and express them uniquely. Writing stories and jokes and doing projects enabled the students to be creative in how they approached the activity and the solutions they created.

Additionally, the students were engaged as the activity was authentic and meaningful, meaning that it was relevant to their lives. By contrast, a low-authentic activity that was not related to students' lives was still engaging since it emphasised specific language skills and knowledge. In fact, creativity and authenticity can be interconnected since learners identified personal preference when it comes to writing a text as a critical factor in promoting creativity, as reported by the student after the observation. Authenticity allowed students to connect more deeply with the material, creating a sense of relevance and personal investment. Creativity, on the other hand, encouraged innovative thinking and problem-solving, making the learning process more dynamic and enjoyable. In fact, both factors fostered enjoyment through focus, engagement and attention. Together, these elements contributed to a state of flow, where students were fully absorbed and engaged, leading to a broaden-and-build effect that enhances their overall learning experience and long-term retention (Csíkszentmihályi, 1997; Fredrickson, 2006).

According to the CVT (Pekrun & Perry, 2014), the intrinsic value learners placed on expressing their personal stories played a critical role in enhancing their enjoyment of writing. When students felt that the content they were producing was authentic and personally meaningful, their perceived value of the task increased, fostering a deeper emotional engagement. This sense of authenticity did not only fuel creativity but also reinforced a sense of control over the writing process, as learners were able to draw from their own experiences and express themselves freely. The combination of creative self-expression and the

perception of autonomy contributed to a heightened, sustained enjoyment of writing, as learners were intrinsically motivated by the personal relevance of their work. These findings resonate with the existing evidence on the vital role creativity and authenticity play in bringing about more pleasure and enjoyment in FL classes (Aubrey, 2017; Dewaele et al., to appear; Egbert, 2003; MacIntyre & Dewaele, 2014; Li et al., 2018).

The drop in writing enjoyment, on the other hand, can be explained by the absence of structure or guidance, which may have been overwhelming for some students and may have negatively affected their enjoyment of the activity. Overall, the fluctuations in writing enjoyment were most likely depending on the learners' perceptions of the control and value of an activity, the balance between the challenge and skills involved, freedom of choices or the relevance of the activity (Csíkszentmihályi, 1975; Fredrickson, 2004; Pekrun, 2004).

The Factors That Influenced the Student's enjoyment of the Skill-based Activities in the FL Classes

The comprehensive qualitative analysis revealed that several factors played a role in shaping the enjoyment of skill-based activities. Exciting and engaging topics that captured the interest of the participants, games and competitions that stimulated their competitive spirits, engagement that kept them invested, learning progress that provided a sense of accomplishment, and positive experiences that left lasting impressions were all found to contribute to the overall enjoyment. Additionally, the effectiveness of the teacher and their ability to create a positive and supportive environment, as well as emotional regulation, were also identified as important factors that impacted the enjoyment of the participants.

Interesting topics

Having exciting topics was generally seen as a *factor* strongly related to the enjoyment of the skills. Learners repeatedly mentioned that their happiness in the classes

depended on the topics, specifically if they were innovative, engaging, humorous, generating laughter, relevant to their interests, and providing a sense of curiosity.

It is essential to acknowledge the interconnectedness of the factors. The exciting topic factor could have interacted with the authenticity factor since learners enjoyed the topics that connected them to the real world and what they like and prefer. Learners enjoyed speaking, listening, reading and writing about authentic materials (e.g., favourite food, hobbies, life events, travel, movies). Moreover, it is also connected to creativity since activities with topics that provided fresh perspectives or expressed ideas were found stimulating. This, in turn, enhances learners' sense of control and value in the activities (Pekrun & Perry, 2014). This finding is consistent with existing studies that reported topics as enhancers for skills-related enjoyment (Boudreau et al., 2018; Dewaele & MacIntyre, 2014; Piniel & Albert, 2018).

When learners engaged with activities based on topics, they found interesting or novel, their intrinsic motivation increased, making the activities more personally relevant. According to the CVT (Pekrun & Perry (2014), this heightened interest enhanced the learners' appraisal of the activity's value, making them feel more in control of their learning outcomes. Interesting topics allowed learners to explore fresh perspectives, further promoting creativity and cognitive engagement.

In terms of the flow theory (Csíkszentmihályi, 2008), interesting topics could help learners maintain an optimal balance between the challenge of the activity and their skills, which was essential for entering a flow state. When learners were deeply engaged in a topic they found stimulating, they were more likely to experience the kind of immersive concentration and enjoyment that characterised flow. The relevance and novelty of the topics encouraged creative experimentation, enhancing learners' sense of control over the language-learning process.

Additionally, from the perspective of the BBT (Fredrickson, 2004), interesting topics fostered positive emotions, which broaden learners' cognitive and creative capacities. The more intrigued and engaged learners were with the content, the more likely they were to experiment with language, express complex ideas, and deepen their understanding, thereby building long-lasting cognitive and emotional resources. This expanded mindset allowed them to approach future language activities with greater confidence and creativity, reinforcing a cycle of positive emotional experiences that stabilised enjoyment over time.

Games and Competition

Competitions and games enhanced the learners' enjoyment of the skills through challenges, engagement, and social interactions. The competition added a sense of excitement, as well as a sense of accomplishment for those who were successful. Learners appreciated competitions since they involved interaction among peers, creating a fun and energetic environment. Therefore, experiencing positive emotions enhanced learners' cognitive and social abilities (Fredrickson, 2001, 2013). When students engaged in these activities with complete concentration, they entered a state of flow (Csikszentmihalyi, 1990). This state was characterised by their intense focus and sense of effortless control. Being in this state gave learners a heightened sense of enjoyment and fulfilment as they became utterly absorbed in the activity at hand and reached a state of flow (Dewaele Albakistani et al., 2022, Dewaele, MacIntyre et al., 2024). These activities provided students with an opportunity to set goals, monitor their performance, and receive immediate feedback on their language proficiency while participating with their answers. Having a sense of autonomy and mastery contributed to the positive achievement emotions of pride, satisfaction, and enjoyment (Pekrun & Perry, 2014). This finding aligns with studies that supported the importance of friendly competition in enjoyment (MacIntyre & Dewaele, 2014; Li et al., 2018) and flow (Aubrey, 2017; Egbert, 2003).

Teacher Effective Characteristics

The notes from classroom observations on skill-based activity teachers reveal that their methods, personalities, support, interaction, and positive reinforcement played a critical role in making students' learning experiences of classroom activities enjoyable and effective. These observations align with students' feedback.

The teacher offered encouragement and praise to the students after they answered any questions. This helped to acknowledge their efforts and recognise their achievements (Pekrun & Perry, 2014). The teacher actively listened to the students, respected their opinions, and provided constructive feedback. As a result, the students felt more confident expressing their thoughts and ideas, which greatly influenced their enjoyment (Fredrickson, 2001, 2013). Furthermore, the students were able to develop their skills enthusiastically and confidently due to the teachers' scaffolding, approachable characters, and supportive interactions. These results corroborate the findings of a great deal of the previous work on the strong association between teacher-related factors and learners' enjoyment (Dewaele et al., 2017; Dewaele et al., 2022; Dewaele & MacIntyre, 2014, 2019; Li, 2021).

The teachers created a welcoming environment, being approachable and friendly with the students. Enthusiastic teachers with pleasant personalities used jokes and humour to make lessons enjoyable and fun for students. Existing literature referred to jokes as a booster for enjoyment in FL classes, mainly in relation to teachers (Dewaele, Saito et al., 2022; Neff & Rucynski, 2017, 2021). The enjoyment stemming from jokes and laughter in this study can further extend the importance of implementing humour and jokes in material to cool the learning environment. These findings hold significant importance, indicating that incorporating appropriate humour into the language learning process can significantly contribute to the overall enjoyment and effectiveness of classroom activities.

Engagement, Learning Progress, and Positive Experiences

The degree to which students were actively involved and invested in their learning during classes, the ways in which they perceived and gauged their progress, and the quality of activities offered that were both engaging and motivating all played a role in shaping their overall skills-related enjoyment of the experience. Students recognised their development of linguistic skills and knowledge. Thus, as they gained a deeper understanding of their skills and reflected on their progress over time, their enjoyment of the learning process was likely to be further enhanced. Existing literature is supported by these findings regarding the significant effects of enjoyment on achievement, self-perception of their skills, the realisation of progress, and engagement (Dewaele & Alfawzan, 2018; Dewaele & Li, 2021, 2022; Jin & Zhang, 2021; Pan et al., 2023; Shao et al., 2020).

Emotional regulation

The finding that students went through distinct emotional experiences before, during, and after the activities is noteworthy. Instead of just concentrating on their final emotions, tracking and inquiring from the students about their feelings during the activity helped to reveal the intricate nature of their emotional journey throughout the activities.

During the activity performance, some students experienced a continuous feeling of enjoyment, while others experienced various emotions. Although the students found the activities enjoyable, this feeling was not consistent throughout the activity. This study's statistical result is supported by the finding that each learner had a unique speaking and listening journey, aligning with CDST's variability principle (Lowie, 2017; van Dijk & van Geert, 2007). Moreover, it confirms the existing evidence in the literature regarding the fluctuations in speaking enjoyment over short and longer timescales at the intra-individual levels (Boudreau et al., 2018; Chen, 2023; Dao & Sato, 2021; De Ruiter et al., 2019; Pan & Zhang, 2021; Saito et al., 2018).

The feeling of enjoyment sometimes arose when the students were able to overcome the challenge of the activity and complete it successfully. Despite feeling fearful and stressed before the presentations, students were excited to face the challenge and present to the entire class as it was necessary to complete the activity. This result suggests that students faced activities that matched their skills without feeling overwhelming, allowing them to enter the flow state and experience intrinsic enjoyment (Csikszentmihalyi, 2008; Dewaele, MacIntyre et al., 2023). This allowed them to focus on the activity and gain a sense of satisfaction and accomplishment. As a result, they were more likely to persist in their efforts and complete the activity. This alignment of skill and challenge, as described in the flow theory (Csikszentmihalyi, 2008), helped students regulate their emotions more effectively, minimising stress and anxiety. The resulting positive emotional state did not only enhance their enjoyment but also promoted deeper engagement with the material. Consequently, this emotional regulation and intrinsic enjoyment created a reinforcing cycle that boosted motivation and academic perseverance.

Developing emotional regulation skills had a positive impact on the enjoyment of the activities. The students demonstrated healthy emotional management and expression. They were able to identify and acknowledge their feelings of nervousness and regulate them effectively to deliver their presentation with success. This emotional regulation aligns with the CVT (Pekrun & Perry, 2014), which suggests that students' enjoyment and engagement in activities are influenced by their perceived control and the value they assign to the task. By mastering their emotions and utilising positive self-talk, the students did not only feel more in control but also enjoyed the process of public speaking. This enjoyment further reinforced their confidence and willingness to participate in future presentations, creating a positive feedback loop. The subjective value of achieving the activity successfully, hence, enabled students to feel positive emotions (Pekrun & Perry, 2014), overcome their fear and anxiety

and feel relaxed about public speaking by using positive self-talk to regulate their feelings, with the approachable support and scaffolding of teachers and peer encouragement. This finding accords with previous studies in the online context (Bakhtiar et al., 2018; Zheng & Zhou, 2022; Zhang et al., 2022) that showed that when students regulated their emotions individually and collaboratively, their enjoyment increased.

Students reported different emotions, such as fears and anxiety before the activity, enthusiasm and curiosity during the activity, and satisfaction, relief, and a sense of accomplishment afterwards. However, the student's ability to regulate their emotions during the activity allowed them to remain motivated and persevere through its difficulty. This aligns with Fredrickson's BBT (Fredrickson, 2001, 2013), which suggests that positive emotions broaden one's awareness and encourage novel, varied, and exploratory thoughts and actions. As a result, the students were able to neutralise their negative emotions and experienced heightened enjoyment and engagement in the activity. Emotional regulation played a crucial role, enabling them to savor the moment and build lasting positive memories. By managing their negative emotions effectively, the students were able to sustain positivity and feel a sense of satisfaction upon completing the activity. The positive emotions were then able to neutralise the negative ones. This, in turn, enhanced their overall enjoyment of the learning process in the long term. The lasting influence of the enjoyable experiences was quite evident. Students felt more confident in their abilities and were more willing to speak up in the future despite their initial shyness. This is because the durable benefits obtained from enjoyment made this cycle of positivity possible long after the first feelings arose (Fredrickson, 2006).

Theoretical Implications

The study suggests that learners experienced distinct levels of enjoyment instigated by differences in the skills involved and that those differences may be inconsistent over time as a result of the interaction among several learner-internal and contextual factors.

The present study's findings reveal the nature of the four skills-related enjoyment, conceptualising them as dynamic systems. It can be assumed that each skill enjoyment is an independent, complex system that interacts with several factors and shows unique patterns. The four skill-related enjoyment revealed the manners of typical complex systems. The group patterns did not predict the individual trajectories. This study confirmed that only speaking enjoyment increased over time while listening, writing, and reading remained stable at the group level. However, they all changed over time at the intra-learner level. The findings demonstrated that EFL learners' enjoyment of the four skills increased significantly but nonlinearly over time at the intra-individual level. Moreover, the growth at the intra-individual level resulted from the changing effects of internal and contextual factors, including collaboration and creativity for speaking, creativity for reading, and control for writing.

The enjoyment of every single learner of the four skills was found to constitute a complex system. The system showed ongoing progression and adaptation originating from its interaction with internal and external factors and leading to idiosyncratic and dynamic trends of enjoyment for each learner.

Furthermore, the development of the four skills-related enjoyment was unpredictable. The enjoyment of speaking and listening diverged significantly over time among learners, while the enjoyment of writing and reading diverged with the group. These patterns emerged because of the sensitivity of the enjoyment of the four skills to learners' internal and contextual factors. The fluctuations in speaking and listening enjoyment were influenced by

the changing effects of collaboration and creativity and how they changed dramatically. Hence, speaking and listening enjoyment was evoked by the degree of interaction and social collaboration during the activities, and speaking enjoyment was instigated by the sense of creativity learners experienced. The stability in writing and reading enjoyment stemmed from collaborative dimensions and learners' abilities to control the performance and outcome of activities. Because of the effects of the interacting elements, writing and reading enjoyment self-organised into attractor states as the learners experienced stable states of enjoyment.

Finally, the qualitative findings showed that the fluctuations of the learners' skills-related enjoyment over time were due to the interacting influences of and learners' adaptations to different contextual elements such as the teachers' effective characteristics, exciting topics, games and competitions, sense of achievement, positive classroom environment, emotional regulations, and authentic activities.

Methodological implications

By focusing on a long timeframe, this study clarified several aspects linked to skills-related enjoyment in the FL classes, providing a more granular understanding of the factors contributing to them and the enjoyment dynamics in association with the skills. Conducting this longitudinal study to observe the four skills-related enjoyment offered in-depth insights and a more accurate understanding of the complex nature of the skills-related enjoyment in FL learning classrooms.

By using a mixed-method longitudinal design, the present study enabled us to understand the multifaceted dynamics of the enjoyment of the skills. The present study evaluated the skills-related enjoyment trends via questionnaires, classroom observations and interviews to establish the relationships between the enjoyment of skills and factors affecting them, individually and in combination, at multiple time points. Employing various forms of retrospection, such as surveys, stimulated recall interviews and semi-structured interviews,

was particularly useful in exploring participants' views of the contextual and internal features that were relevant to enjoyment in skills-based classrooms. Determining such contextual and internal elements is a crucial feature of research adopting a complexity perspective (see Ushioda, 2014).

Using self-report questionnaire scales was valuable, considering that some aspects of enjoyment are inherently subjective (Lazarus, 2003). However, qualitative data sources such as open-ended questions, classroom observations, in-depth qualitative interviews, and stimulated recalls were conducted to control some of the possible biases in measurements or sampling in the quantitative data (Dewaele, 2021).

The quantitative and qualitative evidence in this study underlines the need to triangulate data sources to explore learners' enjoyment of the skills in the FL classes. This is because the combination of both data offered a more holistic and inclusive picture of the learners' skills-related enjoyment. While the questionnaires provided valuable interpretations, they might not capture the whole story of individual experiences and preferences, which is shown via the interviews, observations and open-ended questions.

Furthermore, this study used a holistic approach to examine the dynamics of learners' enjoyment, performance, views, actions, reactions, and their interplay in naturalistic settings of EFL learning. The approach took into consideration a set of aspects associated with skills-related activities and employed triangulation to achieve a comprehensive understanding. Although there were some logistical and methodological challenges, this study provided significant findings by observing learners' skill-related enjoyment during L2 activity performances and interviewing them immediately after the lesson, which identified the complex, dynamic and interpersonal nature of enjoyment.

The LMMs provided unique insights into the longitudinal trajectory of the inter/intra-individual and group skills-related enjoyment and how they were affected by specific factors for the first time. This approach proves helpful in expanding our understanding of how the enjoyment of the four skills and internal and contextual factors can be conceptualised as components of a dynamic system: increasing at the group level (i.e., speaking enjoyment), remaining stable (i.e., listening, reading and writing enjoyment), evolving nonlinearly at the intra-learner level (i.e., the four skill enjoyment), uniquely diverging at the inter-learner level (i.e., speaking and listening enjoyment), and converging consistently at the inter-learner level (i.e., reading and writing enjoyment). This new understanding should help to improve predictions of the impact of the social, control, creativity, and authenticity dimensions of skills-related enjoyment, which need to be addressed in SLA research.

Pedagogical implications

The findings of the present study can provide valuable ideas on how effective pedagogical practices can enhance learners' enjoyment of the four skills in the EFL context. These findings suggest several courses of action for teachers to take.

First, teachers should be conscious that incorporating specific skills in FL classes will evoke varying levels of enjoyment (i.e., low or high) within a single learner. Thus, to boost enjoyment in the classroom, they should understand the individual preferences of learners and implement different materials that align with their interests. Moreover, teachers should be aware that listening activities can be tedious and demotivating for some learners; thus, they can incorporate activities that are engaging and trigger positive emotions. Further research still needs to distinguish between the four skills' impacts on learners' enjoyment, considering their preferences for skills.

Another important practical implication is that a longitudinal view in this respect can provide teachers with a better grasp of learners' enjoyment growth in a given context. The

findings indicate that during a language course, learners' enjoyment can increase or remain stable in association with collaborative and creative skills-based activities when they have control over them. Thus, the initial levels of learners' skills-related enjoyment should be regarded by teachers as the benchmark for the evaluation of their learners' states of these variables in an FL course. Via the activation of contextual and intrinsic catalysts and their crucial role in the class, teachers can implement activities that involve collaboration, enhance creativity, and enable them to have freedom in their choices, thus maintaining a higher level of interest in the long-term goal.

Additionally, language teachers should take into account the enjoyment level of their learners in a particular context as a variable. Therefore, as enjoyment is dependent on the teacher, any effort made by language teachers to enhance their students' level of enjoyment over time can help them sustain their interest and motivation in learning English. Conversely, any encouraging behaviours by language teachers to promote further perseverance, emotional regulation and learning progress in their learners can help them experience more enjoyment in the process of learning the language due to the interaction between skills-related enjoyment and collaboration, creativity, and control over time. Understanding variations in learners' enjoyable states during activity performance allows language skills teachers to optimise positive emotional experiences by providing support, feedback, and scaffolding.

Teachers should integrate social aspects in not only speaking but also listening and writing activities. This includes encouraging students to discuss topics in class, having students work together on projects, and having students practice their writing skills through online discussion boards. Additionally, teachers should also encourage students to practice their listening and communication skills through role-playing and other interactive activities.

Continued efforts are needed to promote the learners' enjoyment and alleviate anxiety; the learners should experience a sense of control during the activity or agency over

the activity. This is because when the learners have enough power to decide how to perform the activity, they can adapt their skills and interests (Csíkszentmihályi, 1997; Pekrun, 2004).

Despite the limited statistical evidence of the effect of authenticity, teachers should still be encouraged to pay attention to personalised materials. Paying attention to authentic and real-life topics that are aligned with learners' interests can help to create an environment of trust and understanding between teachers and students. Teachers can create a sense of connection between themselves and the students, which can lead to better learning and a pleasant atmosphere (cf. Dewaele et al., to appear).

In this study, speaking and listening patterns of change provided evidence that skills-related enjoyment fluctuated in EFL settings while reading and writing enjoyment showed stable trends. Teaching practices can be guided by an understanding of the factors that contribute to growth or stability of FLE. Teaching strategies and practices should be tailored to the specific context, taking into account the individual needs of the students. Finally, teachers should be aware of the potential benefits and risks associated with changing their behaviours and teaching strategies.

This interdisciplinary study aims to foster research on the intersection between positive psychology and L2 didactics. By exploring the ways in which positive psychology can be integrated into language learning, educators, researchers, and materials developers can create more effective and engaging language learning experiences. The hope is that this cross-disciplinary fertilisation will lead to the development of enjoyable tasks, activities, and materials that can motivate and engage students in different aspects of their L2 learning. Ultimately, this can lead to more effective language learning outcomes, not only in terms of language proficiency but also in terms of learner well-being and motivation (Botes et al., 2022; MacIntyre et al., 2019).

Finally, this research could have significant implications for educators, as it could help them design more effective and engaging activities that promote skill development and enjoyment in their students.

Limitations

This study has some limitations. Firstly, it analysed the average enjoyment of the skills of EFL students learning English through a questionnaire. Although this method helped to establish statistical connections between the enjoyment of language skills and features of the activity, it has some inherent limitations, such as lack of depth, social desirability bias, and a rigid structure. To complement the limitations of survey research, this study employed four sources of qualitative data to gain a more detailed and nuanced understanding of how individual learners experience enjoyment.

Another limitation is related to the fact that the data was based on recollections of past events, described retrospectively by the learners. We cannot exclude the impact of time and memory on the accuracy of the recollection and the possibility of subjective interpretation and biases.

The data collection process for this study was carried out in Arabic, which was the primary language of the participants. However, the analysis and interpretation of the data were completed in English. This means that we cannot exclude the possibility that the translation process may have caused misinterpretations of the data despite the fact that two researchers were involved in coding the data. The potential for inaccuracies arising from translation issues highlights the need for caution in interpreting the findings.

In this longitudinal study, the same enjoyment questionnaire pertaining to skills was administered several times over nine months. However, this design could potentially have led to weariness and attrition, which could have affected the reliability of the survey results. This limitation is standard and unavoidable in longitudinal research (Dörnyei, 2007). To mitigate

this limitation, additional mechanisms can be incorporated, such as randomising the questionnaire items or collecting the data over a shorter period to avoid attrition. These measures can ensure that the data collected is accurate and reliable, thus leading to more accurate conclusions.

Implications for Future Research

To enhance our understanding of the factors that affect the development of FL skills, future studies could build on the linear mixed models employed in this investigation. Specifically, researchers could examine whether additional variables, such as learners' levels of collaboration, control, and creativity at the outset, can account for a proportion of the variation in the growth of these skills over time.

Further studies can consider both the positive and negative aspects of learners' skills-related enjoyment. By exploring the class's strengths and weaknesses, they can create a well-rounded and comprehensive analysis that accurately reflects the nuances and complexities of the learning environment. The inclusion of both positive and negative aspects not only strengthens the credibility of the study but also provides valuable insights into how to improve the learning and emotional experiences of future students.

To enhance our understanding of the emotional experiences that arise during language activities, it would be advantageous to conduct surveys aimed at measuring learners' enjoyment levels immediately after practising a specific language skill. In addition, it would be helpful to assess learners' proficiency levels and the effectiveness of different language teaching methods. The insights gleaned from such surveys could be deepened by examining the emotions that arise during language learning tasks and activities as they unfold (cf. Li & Dewaele, 2024). By exploring these emotional experiences in greater detail, future research can gain a more precise understanding of what learners feel and how these emotions impact their activity performance and outcomes.

In the field of second language acquisition, there is a need for more nuanced longitudinal studies that examine learners' emotions during the performance of L2 skills-based activities. Future studies can help shed light on individual variability in learners' positive and negative emotions and their impact on language learning outcomes. By examining emotional experiences over time, researchers can better understand how learners' emotions evolve and how they affect their language learning progress. Additionally, further investigation can identify strategies that learners can use to regulate their emotions and optimise their language learning experiences.

Emotions play a crucial role in shaping the behaviour of learners during various activities. Positive and negative emotions are often experienced simultaneously by learners, and it would be intriguing to explore how this emotional complexity affects the quality of their experience. Understanding how different emotions interact and influence each other is essential in developing effective teaching strategies that promote a positive learning environment where learners can maximise their potential.

Conducting a longitudinal research study with control and experimental groups would be a fascinating way to gain insight into how students' enjoyment of skill-related activities evolves. Such a comparison could answer the question about the effectiveness of specific interventions or strategies had an impact on skill-related enjoyment.

Furthermore, it is essential to consider that emotions are not static and can change depending on the level of skill. As a result, further studies could measure these changes and incorporate them into the analysis. By taking emotions into account, we can more accurately assess the impact of specific activities on students' skill development and enjoyment.

In summary, more detailed longitudinal studies can provide valuable insights into the complex relationship between emotions and language learning and help language educators design more effective and engaging language learning activities.

Chapter 6

Conclusion

The introduction began with a reference to Dewaele's (2020) metaphor comparing classrooms to orchestras, with teachers as conductors and students as members of the orchestra. The current thesis confirms this. Through careful planning and skilful implementation of classroom activities, teachers guide their students' emotions and learning journeys. Teachers use various activities to help students develop emotional skills, much like conductors adjust tempo and dynamics to evoke emotions in music. However, the bigger picture added nuance and detail. It is not merely the responsibility of the teachers to create enjoyable learning experiences. These emerge as the result of teacher-led activities, student subjective nature and autonomy, and skill development that converge to create compelling learning experiences that extend in the long term.

This study's investigation of learners' emotions in a natural, real educational context spanning nine months demonstrated that the four skills-related enjoyment are dynamic systems. The interplay of the four skills—listening, speaking, reading, and writing- is dynamically influenced by an array of internal and external factors. These skills exhibited unique patterns at the group, individual, and even within-individual levels. Within these classroom dynamics, the true significance of students' emotional experiences becomes apparent as their enjoyment and growth intertwine with the ongoing development and change of the learners and learning environment.

What follows provides a summary of the key findings of the study, discusses the study's contributions, presenting concluding remarks.

This study examined the enjoyment level of EFL learners in the four language skills, namely speaking, listening, reading, and writing, over nine months, encompassing three semesters. By utilising repeated measure ANOVA, we found that compared to reading, listening, and writing, speaking was not the most enjoyable skill across the three time points. The results showed that the four skills were equally enjoyable except at the beginning of the year, where listening was the least enjoyable skill. The thematic analysis backed this up. However, they had a different perspective on the speaking skill, which they perceived as the most enjoyable one.

The study also investigated the growth of the four language skills (i.e., listening, speaking, reading, and writing) at the group, intra- and inter-learners' levels and their association with four factors over time. The study explored how the enjoyment of EFL learners was influenced by different factors, such as collaboration, creativity, control, and authenticity, over three terms. Linear Mixed Models modeled the variations of variables over time within and between individual learners and the group.

According to the findings at the group level, the patterns observed in the group did not accurately predict the individual progress in language skills. Specifically, the study confirmed that only speaking enjoyment increased over time, while enjoyment in listening, writing, and reading remained stable at the group level. This study provided valuable insights into the trends of these four skills-related enjoyments.

As learners progressed, their experiences of enjoyment in the four language skills - speaking, listening, reading, and writing - showed a slow but nonlinear growth. This development occurred at an individual level and was a result of the changing effects of internal and contextual factors. Collaborative efforts and creativity enhanced the development of speaking and reading enjoyment, whereas control was critical for developing writing enjoyment.

The investigation of the inter-learner variation revealed that the initial levels of the four skills-specific enjoyment differed considerably among learners. Learners showed individual unique trajectories in their early enjoyment levels and growth over time. The variations in learners' initial skills-specific enjoyment indicate differences in their starting enjoyment states. The differences suggest that at the beginning of the year, some learners experienced higher levels of enjoyment; some had an average level, while others had lower levels of enjoyment of the four skills.

Another significant finding to emerge from this study is that the rate of change in the enjoyment of the four skills appeared to follow distinct developmental patterns that were shaped by a combination of factors. Speaking and listening enjoyment varied significantly among the students over time. The significant variations in the slopes suggest that the students had unique individual trajectories in their enjoyment of speaking and listening over time. This result shows that some students' enjoyment of language learning increased as they progressed, while others experienced stable levels or fluctuations, and some experienced a decrease in enjoyment. The predictive effects of collaboration on speaking and listening and creativity on speaking demonstrate that the change influences the dynamics of speaking and listening enjoyment.

In contrast, the slopes of the enjoyment of reading and writing were not significant. This finding of significant intercepts and non-significant slopes indicates that the variations in the student's initial reading and writing enjoyment converged to follow similar patterns of the group trajectory. The predictive effects of collaboration on writing and control on reading proved that the change in them affected the stability of writing and reading enjoyment.

Finally, the thematic analysis of material collected via open-ended questions, four classroom observations, eight stimulated-recall interviews, and semi-structured interviews, has allowed us to identify a set of internal and external variables that contributed to the initial

stage and rate of change of skill-based enjoyment, including students' engagement, learning progress, emotional regulations, teachers' practical qualities and exciting topics of activities, games, and competitions.

We claim that the interdisciplinary approach employed in the present study represents original theoretical, methodological and pedagogical contributions to the rapidly expanding field of emotion in SLA, educational and positive psychology research, and skills-based activities pedagogy. The following sections highlight the main contributions of this thesis.

Contributions of the Study

This study showed that skills-related enjoyment merits further attention in SLA emotion research. The integration of several fundamental principles of CDST, including interconnectedness, dynamicity, and variability, were particularly useful (Oxford & Gkonou, 2021). The four skills-related enjoyment appeared to be a complex and dynamic variable subject to change over time. The impact of several factors (i.e., subsystems) on a learner's dynamic enjoyment of the skills depends on the interconnectedness of these systems.

Prior to this study, it was difficult to make predictions about EFL learners' experiences of listening, reading and writing enjoyment due to the lack of evidence. This is because existing studies have mainly focused on speaking enjoyment (Chen, 2023; Dao & Sato, 2021; De Ruiter et al., 2019; Elahi Shirvan et al., 2021). The current investigation expands the knowledge of FL enjoyment and skills-based activities in the EFL context. Within this context, this study identified that learners experienced distinct levels of enjoyment instigated by differences between the skills involved and that these differences may change over time. The study provides the first comprehensive assessment of the enjoyment of speaking, listening, reading, and writing, opening a new avenue of research.

Previous studies showed that general FLE and speaking enjoyment fluctuated over time at the group level, intra and inter-learner level (Boudreau et al., 2018; Chen, 2023; Dao & Sato, 2021; De Ruiter et al., 2019; Dewaele & Dewaele, 2017; Dewaele & Meftah, 2023, 2024; Pan & Zhang, 2021; Saito et al., 2018). However, little was known about the developmental patterns of reading, writing and listening enjoyment as the existing research is primarily cross-sectional (Dewaele et al., 2018; Dewaele & Li, 2022; Piniel & Albert, 2018; Zheng & Zhou, 2022). The present study has been one of the first attempts to thoroughly examine the developmental trends of listening, reading, and writing enjoyment over time, revealing insights about their variability and dynamics based on three levels of assessments: group-level, intra-learner, and inter-learner level.

As mentioned in the literature review, explicit evidence was found on intra-learner variation in speaking enjoyment and factors that contributed to it, specifically collaboration (Boudreau et al., 2018; Chen, 2023; De Ruiter et al., 2019; Pan & Zhang, 2021). However, there is limited data regarding listening, writing and reading enjoyment or what factors may play a role in intra-level variation. The present study is the first study (to the best of our knowledge) to explore intra-learner variation in listening, reading, and writing enjoyment and how specific learner-internal and external factors contribute to them. This study used an innovative approach combining both quantitative and qualitative frameworks to capture the complex connections between skills-related enjoyment, learner subjective factors and contextual factors in the FL classes. It demonstrated that it is possible to measure and conceptualise how skills-related enjoyment evolves dynamically and how it is associated with collaborative, creative and control-based activities within learners.

In a few longitudinal studies, learners showed unique individual trajectories in their early enjoyment levels and growth over time (Elahi Shirvan et al., 2020, 2021, a, b; Kruk et al., 2022). This study expands on the knowledge about the general FLE by considering the

effect of initial states on the development of the four skills-specific enjoyment. The study presents evidence that minor disparities between learners, such as their different personal perceptions and preferences, results in further significant variation between learners related to system behaviours (de Bot & Larsen-Freeman, 2011).

The disparity within and between learners' enjoyment in each of the four skills confirms the ergodic principle proposing that generalising the group or pair patterns and statistics to individual learners is not feasible (Lowie & Verspoor, 2019). The study lays the groundwork for future research into the importance of studying the effects of the dynamic factors and skills-related enjoyment at both inter- and intra-learner levels through multiple measurement points. The complex interactions between skills-related enjoyment and their predictors broadens our understanding of the dynamics of inter- and intra-individual learners' enjoyment of the skills in an EFL context.

A strength of the present study is that it extends the previous research on the evolving patterns of learners' enjoyment of the skills by providing novel findings about listening, reading and writing over one academic year. The nonlinear development of the four skills-enjoyment, fluctuations in speaking and listening, and the stability of reading and writing enjoyment at the inter-learners' level shows that enjoyment can sometimes behave like a simple, stable trait while, at other times, it can be a dynamic. By including the group, intra-learner, and inter-learner dynamic fluctuations of the skills-related enjoyment to complement each other, this study presented a new holistic approach to investigating the growth of enjoyment of the skills and their interaction with the internal and contextual factors. These explorations proved that skills-related enjoyment emerges from numerous synchronous triggers.

Previous researchers investigated enjoyment during speaking activities more than the other skills (Boudreau et al., 2018; Chen, 2023; Dao & Sato, 2021; De Ruiter et al., 2019;

Pan & Zhang, 2021; Saito et al., 2018) and directly examined the influence of different aspects of collaboration longitudinally, proving their strong and positive associations to speaking enjoyment (Chen, 2023; Dao & Sato, 2021; De Ruiter et al., 2019). The present study does not only confirm this evidence as it shows that collaboration during activities significantly shaped speaking enjoyment within single learners and among learners over time, but it also expands on the contributory factors, showing that creativity is a strong predictor of speaking enjoyment, causing fluctuations within and between learners.

The existing evidence on factors contributing to writing enjoyment is still limited (Dewaele et al., 2018; Dewaele & Li, 2022; Li et al., 2023; Piniel & Albert, 2018; Zheng & Zhou, 2022), yet it has proven the positive link to collaboration (Zhang et al., 2022). This study provided a deeper insight into the factors that contributed to writing enjoyment.

Very little attention has been paid to the enjoyment of listening and reading (Dewaele et al., 2018; Dewaele & Li, 2022; Piniel & Albert, 2018), with no explicit evidence of their contributory factors. The findings reported here shed new light on the enjoyment of reading and listening and their predictors in the long term. Collaboration was found to be a critical factor in shaping listening enjoyment among learners, whereas creativity and control were significant determinants of reading enjoyment within and between learners, respectively.

This thesis has provided a deeper insight into how speaking and listening enjoyment changed while writing enjoyment remained steady through teamwork and peer and teacher interaction during activities. Moreover, reading enjoyment remained stable among learners because of their ability to have control over the reading activities throughout the course. Writing enjoyment fluctuated among learners due to the change in their ability to control the achievement and performance of the writing activities over the course. Speaking and reading enjoyment varied dynamically within and among learners depending on the change in creative speaking and reading activities that learners participated in during the three terms.

The EFL learning contexts involved various ways of collaboration and different degrees of control and creativity that shaped learners' enjoyment differently based on the skills involved and variations within and between learners. These findings enhance our understanding of the complexity of skill enjoyment and its connections to a variety of learner-internal and contextual factors.

This study emphasises the importance of qualitative data acquired through various methods such as classroom observations, stimulated recall interviews, semi-structured interviews, and open-ended questions to explain the skills-related enjoyment of EFL learners. The qualitative data obtained also offered insights into the dynamics at both individual and group levels of the classroom and the factors that influenced learners' skills-related enjoyment. The combination of these diverse methods not only provided a more comprehensive understanding of the learners' experiences but also enabled triangulation, which added to their credibility and depth. This multifaceted approach also highlighted the importance of including diverse research methodologies to capture the complexity of enjoyable experiences in the classroom.

The observation of EFL learners during the activities and interviewing them afterwards demonstrated that each learner's enjoyment was a complex system that constantly evolved, adapted, and emerged from its interactions firstly with learners' internal factors such as their emotional regulation, English proficiency level, satisfaction with activity performance and achievement and, secondly, with external connections to the contextual components of the system, such as peer and teacher support and interactive communication, interesting materials which eventually led to idiosyncratic, dynamic trends of enjoyment for each learner.

The way activities involve collaboration, creativity, control, authenticity, exciting materials, and competition can have a significant impact on learners. Their perception of progress and experience, as well as behaviours like engagement and participation, can be influenced by psychological factors such as emotional regulation, as well as teacher- and peer-related factors. All of these factors combined shape learners' enjoyment in using their skills.

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Appendix A

QUESTIONNAIRE: Activities in learning English as a foreign language classroom

This study is being done as part of a PhD thesis for Birkbeck, University of London, UK. The study explores the effects of classroom activities on the enjoyment of English foreign language learners in Saudi schools. The study has received ethical approval. The data will be used for academic purposes only. The data will be securely kept and accessed only by my supervisors and me. It will be immediately destroyed after the completion of this thesis. The participants will remain anonymous for confidentiality purposes. You have the right to withdraw from the study at any time.

Many thanks for your participation!

Alfaf Albakistani (aalbak02@mail.bbk.ac.uk)

By completing this questionnaire, I understand that I am giving consent for my answers to be used for this research study.

Part 1: Background questions

1. Your alias (nickname) for this study
2. Age
3. Nationality
4. In what language courses are you currently enrolled?
5. Which languages do you know?

English Language profile

6. How long have you been studying English?
7. What was the last result on the final exam in English?
8. How would you describe yourself in English?
 - a. Beginner, b. Low intermediate, c. Intermediate, d. High Intermediate, e. Advanced
9. How would you rate your preferences to? (Rate from 1 to 10)
 - a. Speaking b. Listening c. Reading d. Writing d. grammar e. vocabulary
10. What is your attitude towards English?

- a. Very unfavourable b. Unfavourable c. Neutral d. Favourable e. Very favourable

Part 2: Enjoyment and English language classroom activities

As you respond to the following items, please think about **each classroom activity** that you have performed in English language classes **during this semester** to rate them on how much enjoyment they cause for you.

Thinking about your English classroom when you performed these activities:

How much **enjoyment** does each activity cause for you?

1. Not at all 2. Little 3. Moderate 4. A lot 5. Extreme 6. Not Applicable

Classroom activities	Enjoyment					
1. I enjoy group presentation (i.e., you present a topic as a group to the whole class)	1	2	3	4	5	6
2. I enjoy individual presentation (i.e., you present a topic individually to the whole class)	1	2	3	4	5	6
3. I enjoy photo description (i.e., you describe pictures to the whole class)	1	2	3	4	5	6
4. I enjoy small-group discussion (i.e., you discuss a topic with your group)	1	2	3	4	5	6
5. I enjoy reading to compare the stories (i.e., where you read two stories to find the similarities and differences between them)	1	2	3	4	5	6
6. I enjoy reading to answer questions (i.e., you read a text to answer related questions)	1	2	3	4	5	6
7. I enjoy listening to complete a chart (i.e., you listen to an audio to fill in a chart with the appropriate answers)	1	2	3	4	5	6
8. I enjoy listening to discuss a topic (i.e., you listen to an audio to discuss what the topic is about)	1	2	3	4	5	6
9. I enjoy writing a story about a personal event	1	2	3	4	5	6
10. I enjoy writing a summary of a short article	1	2	3	4	5	6

Part 3: Describing language class activity.

Think about English classroom activities and rate each one on four characteristics.

1. Not at all 2. Little 3. Moderate 4. A lot 5. Extreme 6. Not applicable

Classroom activities	How much group or pair work in this activity?	How much control do you have?	How creative can you be?	How much authentic communication does it involve?

-
1. Group presentation (i.e., you present a topic as a group to the whole class)

 2. Individual presentation (i.e., you present a topic individually to the whole class)

 3. Photo description (i.e., you describe pictures to the whole class)

 4. Small-group discussion (i.e., you discuss a topic with your group)

 5. Read and compare the stories (i.e., where you read two stories to find the similarities and differences between them)

 6. Read and answer questions (i.e., you read a text to answer related questions)

 7. Listen and complete the chart (i.e., you listen to an audio to fill in a chart with the appropriate answers)

 8. Listen and discuss (i.e., you listen to an audio to discuss what the topic is about)

 9. Write a story about a personal event

 10. Write a summary of a short article

Part 4: English classroom experiences

1. Describe your feelings in detail about specific classroom activities in your English class, which were very enjoyable.
2. Would you like to add anything else about your classroom activities experiences?

Thank you for your participation!

Appendix B

Classroom Observation Sheet for a Student and Activities

Date & Time		Student's code			
Class		Aim			
Level		Material			
Teacher activities	Classroom activities	Process Checklists (Students while performing the activities)		Activity observation	
	Name Type of interaction	Criteria	Comments	Criteria	Comments
		<ul style="list-style-type: none"> ▪ Present ▪ Looking around ▪ Looking at watch ▪ External disruptions ▪ Late start-up ▪ Technical issues ▪ Questions about activity guidelines ▪ Questions indicating inadequate training. ▪ Questions indicating activity difficulty. ▪ No participation ▪ Not engaged ▪ Off-activity chat or question ▪ On-activity chat or question ▪ Left room. ▪ Left out of group. ▪ Lack of group organization ▪ Dominant peers or members lead to nonparticipation. ▪ Teacher disruptions 		<ul style="list-style-type: none"> ▪ Collaboration ▪ Control ▪ Creativity ▪ Authenticity 	

Appendix C

Stimulated Recall Interview Questions

We are going to listen to a recording of the lesson you had today. I am going to stop the audio at various points during the activity you did and ask you what you were feeling during the class activity. If you do not remember what you thought at that time, please say so. If there is any time you would like to stop the audio and comment on something, please let me know. You are volunteering to participate in the interview. Thus, you can reject to answer any question or withdraw at any moment. Do you have any questions? Are you ready to begin?

For the specific activities:

1. What do you remember thinking at this point during the class?
2. At that moment, what were your feelings before doing this activity? Why?
3. At that moment, what were your feelings during doing this activity? Why?
4. At that moment, what were your feelings after doing this activity? Why?

For the rest of the class:

1. How about the rest of the class?
2. Did you enjoy today's class? Why?
3. What made the class enjoyable or not enjoyable?

Appendix D

Semi-Structured Interview Questions

Purpose of the interview

This interview aims to explore your thoughts, emotions and opinions about activities in English language classrooms. If you have any questions, you can ask me at any time.

You are volunteering to participate in the interview. Thus, you can reject to answer any question or withdraw at any moment.

Interview Questions:

1. What aspects of the English class do you find enjoyable? Why?
2. Can you tell me about specific events in the English class that you truly enjoyed?
Describe your feelings at that time?
3. In your opinion, what are the characteristics of an enjoyable class?
4. In general, do you enjoy English classes? Why/ not?
5. Are there particular types of activities that you enjoy more? If so, why?
6. In your opinion, what are the characteristics of enjoyable activity? Are some features more effective than others?
7. What makes an activity more enjoyable? Working in groups, pairs, or individually?
Why?
8. Do you prefer to have control over how you perform activities, or do you prefer the teacher to set certain rules? Why?
9. Do you find it easier to solve limited or open-ended activities? Why?
10. Do you enjoy conveying meaning over following rules when doing an activity? Why?

11. Were there any differences in enjoyment levels for the English language class throughout the academic year? Why?
12. Is learning the English language important for you? Why?