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**The Relationship between EFL Enjoyment and
Academic Achievement
The case of Third Year Students in the Foreign Languages
Branch at Aissa Hamitouch Secondary School.**

A Dissertation Submitted in Partial Fulfillment of the Requirements for the
Degree of Master in Didactics

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Declaration

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A declaration to abide by the rules of scientific integrity to complete the research

I, the undersigned,

Mr. Khalfallah Hamza Character: Student

The holder of the National Identity Card No.:

.....
.....

The person assigned to complete a master's dissertation,

Its title:

.....
.....

On my honor, I declare that I am committed to observing the scientific and methodological standards, the standards of professional ethics and academic integrity required in the completion of the above-mentioned research.

The date:

The signature of the concerned

Dedication

I would like to dedicate this work:

- To my Parent for their unwavering love and support.
- To my Brothers for their constant encouragement and belief in our abilities.
- To my grandparents for their wisdom, guidance, and the invaluable life lessons that they gave me.
- To my friends for their unwavering loyalty, understanding, and for always being there to celebrate my successes and support me during challenging times.
- To my families.
- To all my teachers for their dedication, passion, and commitment to my education.

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Abstract

The present study aims to investigate whether there is a correlation between EFL enjoyment and academic achievement. At the beginning of our research, we hypothesized that there is a positive relationship between the two variables, and to confirm this hypothesis, we used the correlation method because it is the most appropriate to deal with this topic. The main objectives of this study are to clarify the relationship between EFL enjoyment and academic achievement, make teachers aware of the importance of EFL enjoyment, and to increase students' EFL enjoyment in the classroom. As for the tools used to reach those objectives, they are questionnaires and test scores. The present study consists of three chapters. Chapter one reviews the literature on EFL enjoyment and identifies the factors that shape and contribute to it, as well as those that can influence it. Furthermore, this chapter identifies strategies that can be used to increase EFL enjoyment, and the relationship between EFL enjoyment and academic achievement. The second chapter reviews the literature on academic achievement and identifies the factors that can predict and influence it. As for the third chapter, it was an applied part dedicated to analyzing the data obtained from the questionnaire that was directed to a sample of 17 third-year students in the foreign languages branch at Aissa Hamitouch Secondary School in order to measure their levels of EFL enjoyment. This chapter is also devoted to using and analyzing students' test scores obtained from their teacher to measure their academic achievement in order to calculate the Pearson correlation coefficient between the two variables to see if there is a correlation between them. The present study found that there is a strong positive relationship between EFL enjoyment and academic achievement, which confirms the hypothesis. These findings indicate that enhancing EFL enjoyment in language classes can lead to better academic outcomes. According to the results, it appears that there are other factors affecting enjoyment, which are the teacher's teaching style, learning environment, students' motivation, and students' prior

knowledge of the language. Investigating these factors can provide valuable insights into promoting and maximizing enjoyment in EFL classrooms, ultimately enhancing students' academic achievement.

List of Abbreviations

%	Percentage
L1	First Language
EFL	English as a Foreign Language
FL	Foreign Language
CL	Cooperative Learning
ER	Emotion Regulation
BBT	Broaden-and-Build Theory
CVT	Control-value Theory
SEF	Socioeconomic Factors
SES	Socioeconomic Status
GPA	Grade Point Average
IQ	Intelligence Quotient
E.g	For example

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General Introduction

1. Statement of the Problem

Foreign language learning has become a critical aspect of education all over the world. While academic achievement has always been the primary focus of language learning. Much research has been done on student motivation and its association with academic achievement, but research into the relationship between emotions in the classroom and academic achievement has received little attention for many years as studies have focused mainly on textual anxiety (Gerda Hagenauer, 2014). But this changed when researchers realized that there are diverse emotional experiences in the classroom that contribute to students' learning and achievement. Subsequently, research into students' emotions and achievement continued to increase and develop as it now reveals that not only negative emotions but also positive ones deserve more attention because of their beneficial effects on learning and because they decrease in the school years, especially during adolescence. One of these positive emotions is EFL enjoyment, which (MacIntyre J.-M. D., 2021, p. 160) defined it as *“a complex emotion, capturing interacting dimensions of challenge and perceived ability that reflect the human drive for success in the face of difficult tasks”*. Thus, this research focuses on investigating the relationship between EFL enjoyment and academic achievement.

2. Research Questions

- 1) Is there a correlation between EFL enjoyment and academic achievement?
- 2) What strategies can increase students' EFL enjoyment?
- 3) Does EFL enjoyment affect academic achievement in the classroom?

3. Objectives of the Study

The stated objectives of the study are:

- To clarify the relationship between EFL enjoyment and academic achievement
- To make teachers aware of the importance of EFL enjoyment
- To increase students' EFL enjoyment in the classroom.
- To attract teachers' attention to focus on the positive emotions of the student, especially EFL enjoyment

4. Hypothesis

We hypothesize that, there is a positive relationship between EFL enjoyment and academic achievement. Because EFL *“enjoyment as a stimulating emotion drives language learners to energetically engage in classroom activities. Active participation in the classroom, in turn, contributes to higher academic achievements”* (Wang X. , 2022, p. 2)

5. Significance of the Study

This study contributes to our understanding of the relationship between EFL enjoyment and academic achievement and highlights the importance of promoting EFL enjoyment in language classes.

6. Research Methodology

This study will use a correlational research design to investigate the relationship between EFL enjoyment and academic achievement among third-year secondary school students. Correlational research is appropriate for this study because it allows for the exploration of relationships between variables without manipulating them.

7. Research Instruments

The materials used to conduct this correlational study are questionnaire and test scores. A questionnaire will be used to measure EFL enjoyment, and test scores will be used to measure academic achievement. The questionnaire will include Likert-type scales that assess different aspects of EFL enjoyment, such as interest, enjoyment, motivation and engagement. Students' test scores will be obtained from their English teacher.

8. Research Structure

This study will be divided into three chapters. The first chapter will review the literature on EFL enjoyment and identify the factors that shape and contribute to it, as well as those that can influence it. Furthermore, this chapter will identify strategies that can be used to increase EFL enjoyment, and the relationship that exists between EFL enjoyment and academic achievement. The second chapter will review the literature on academic achievement and identify the factors that can predict and influence it. The third chapter will provide details of the population, questionnaire, and test scores and then will analyze and discuss their results, make recommendations, and finally write a conclusion.

Chapter One: EFL Enjoyment

Introduction

The concept of EFL enjoyment has gained increasing attention in FL acquisition research over the past years. This chapter aims to provide an overview of literature on EFL enjoyment and exploring factors that shape and contribute to it, as well as those that can influence it. Furthermore, this chapter will identify strategies that can be used to increase EFL

enjoyment as well as the relationship that exists between EFL enjoyment and Academic Achievement. It will also explore the role of EFL enjoyment, its dynamics, research methodology and tools for measuring it. Understanding the factors and strategies related to EFL enjoyment can help teachers create more enjoyable learning experiences for their students.

1. Definitions of EFL Enjoyment

Enjoyment can be defined as a positive emotional experience that induces feelings of pleasure, joy, and contentment. Existing research (Goetz et al., 2006; Guo, 2021) has identified that enjoyment in language classes, also known as FL enjoyment, is a complex emotion that involves multiple dimensions, including the interaction between challenge and perceived ability. Dewaele and MacIntyre (2016) have posited that EFL enjoyment consists of two main dimensions: the social dimension and the private dimension. The social dimension of EFL enjoyment is associated with a conducive learning environment, supportive and inspiring teachers, and contributes to positive emotions among students. Conversely, the private dimension is linked to the cognitive aspects of enjoyment (Dewaele and Dewaele, 2017). Both the private and social dimensions of EFL enjoyment work together to create a cohesive feeling among students (Dewaele and MacIntyre, 2014).

Li et al. (2018) define EFL enjoyment as the positive emotions that arise when individuals break through their limits and accomplish something new, especially when facing challenging tasks. In the context of foreign language learning, Lee (2020) characterizes EFL enjoyment as the pleasant feeling experienced by learners when they acquire or comprehend something new in the target language. Boudreau et al. (2018) argue that the sense of enjoyment learners experience in classroom settings keeps them interested in the learning process. Li (2020) adds that learners who enjoy learning a FL tend to achieve better results.

Csikszentmihalyi (2014) defined EFL enjoyment as a positive emotional state that arises from challenging oneself and exceeding one's perceived limits, especially when facing difficult tasks. Dewaele and MacIntyre (2016) further elaborated that EFL enjoyment is a complex emotion that involves both the challenge of the task and the individual's perceived ability to overcome it. EFL enjoyment is regarded as a positive emotional construct by positive psychologists (Wang et al., 2021), and is characterized as a multidimensional dynamic affective state that occurs during task achievement (Boudreau, MacIntyre, & Dewaele, 2018). Mierzwa (2019) noted that students' feelings of efficacy and comprehension are key characteristics of EFL Enjoyment, while Dewaele and Alfawzan (2018) highlighted dimensions such as intelligent concentration, sharp attention, and perfect challenge that contribute to the concept of enjoyment in FL education. Hagenauer and Hascher (2014) categorized the concept of enjoyment into cognitive, emotional, behavioral, expressive, and psychological aspects, while Han and Wang (2021) emphasized the emotional and cognitive dimensions of EFL enjoyment as the feelings of satisfaction, positive evaluation, and motivation that arise during the learning process.

Pekrun and Linnenbrink-Garcia (2014) noted that two basic theories underlie the concept of EFL enjoyment, namely Pekrun's (2006) control-value theory of achievement emotions and Fredrickson's (2001) broaden-and-build theory of positive emotions. MacIntyre and Gregersen (2012) applied Fredrickson's theory to explain how enjoyment accelerates students' development of thought-action repertoires and enhances language learning, while Balaž et al. (2021) used Pekrun's theory to validate the role of enjoyment in FL learning success.

The field of FL acquisition has extensively studied EFL enjoyment which is considered the most studied positive emotion in this field (Dewaele & Li, 2020). MacIntyre and Gregersen (2012) proposed that positive emotions and negative emotions should be

examined holistically, as they coexist and function differently. To serve as a positive counterpart to FL acquisition, enjoyment was selected because it is a core element of flow, a foundation concept of positive psychology (Dewaele & MacIntyre, 2014). Enjoyment encompasses more than just a pleasant feeling; it also relates to personal growth.

2. Learner-internal and Learner-external Factors of FLE

Enjoyment

Dewaele et al. (2018) conducted a study to examine the influence of various learner-internal and learner-external factors on FL enjoyment and FL learning in a sample of 189 high school students from Greater London with different FLs. The study used a range of independent variables, including learner variables (e.g., age, gender, multilingualism, FL level, relative standing in FL class, attitude towards FL, and attitude towards FL teacher) and teacher-related variables (e.g., FL use frequency by FL teacher, proportion of time spent on listening, speaking, reading, and writing, and teacher predictability). The findings indicated that age predicted the positive emotion of FL enjoyment in a non-linear way, while female participants experienced high levels of both emotions. Self-perceptions of English proficiency level and relative standing among peers in English class were linked to higher levels of FL enjoyment and lower levels of FL acquisition. Additionally, participants' attitudes towards the FL and the FL teacher were positively related to the level of FL enjoyment, while only the former predicted FL acquisition negatively. For teacher variables, none of them predicted foreign language acquisition, while teacher-related predictors for foreign language enjoyment included foreign language use frequency in foreign language classes, time spent on speaking, and teacher predictability.

Similarly, Jiang and Dewaele (2019) explored the connections between EFL enjoyment, FL acquisition, and various learner and teacher variables in a sample of 564 first-year undergraduate students in China. The study found that English proficiency level, relative

standing among peers, and attitude towards English were significant predictors for both emotions, while gender had no effect on either EFL enjoyment or FL acquisition. The following teacher variables were also related to both emotions: teacher strictness, teacher friendliness, and teacher joking. Participants who viewed their English teacher as more accommodating, less strict, friendly, and humorous reported higher levels of enjoyment and lower levels of FL acquisition. Interestingly, in the Chinese EFL context, teacher predictability was negatively related to FL acquisition, while not significantly related to FL enjoyment. Moreover, FL enjoyment was induced by teacher-focused variables, while FL acquisition was more likely to be evoked by learner-centered variables.

Dewaele et al. (2019) conducted a study on 210 EFL learners in a Spanish classroom and identified certain teacher variables that significantly predicted both FL enjoyment and FL learning. Teacher friendliness, teacher age, and FL use by the teacher were positively associated with FL enjoyment, while teacher accent was negatively associated with it. On the other hand, foreign language learning was positively related to teacher strictness but negatively related to FL use by the teacher. Teacher gender and status as an L1 or LX user of English did not show any significant correlation with either emotion. Li, Huang, and Li (2021b) also investigated the effects of classroom environment and individual trait emotional intelligence on EFL enjoyment and FL learning among 1,718 Chinese secondary school students and 1,295 Chinese university students. Their findings revealed that students who perceived themselves as more emotionally competent and were learning in a more positive and engaging classroom environment tended to experience more FL enjoyment and less FL learning.

3. Positive Influence of Cooperative Learning and Emotion Regulation on Learners' EFL enjoyment.

3.1. Cooperative Learning

The cooperative learning (CL) of EFL students is considered a significant aspect of the classroom atmosphere, and it has been demonstrated to have a positive impact on students' motivation to learn and their language skills, such as speaking, reading, and academic writing. With the help of technology, CL can now take various forms both online and offline. During the process of CL, it is essential to consider the emotional experiences of students, including social and technology anxiety as well as enjoyment. However, it is unclear which factors contribute to students' emotional experiences, particularly their L2 enjoyment, in a CL context and merits further investigation.

3.2. Student's Enjoyment

The significance of students' enjoyment in promoting academic achievement and personal growth has been demonstrated. The matter of enjoyment among EFL students has been examined in various situations, such as online collaborative or blended learning, private tutoring, overseas learning experiences, and specific domains of language skills like listening, speaking, and reading. Similar to how emotions can influence EFL learners' language proficiency and willingness to communicate, FL enjoyment can serve as a mediator to increase motivation and enhance language proficiency. Furthermore, studies have been carried out to compare the emotions experienced by learners of various numbers and types of languages. For instance, research has explored bilingual and multilingual learners' FL enjoyment, an individual's FL enjoyment in learning both first and foreign languages, and how different target languages may impact FL students' learning enjoyment.

3.3. Emotion Regulation

According to scholars, regulating emotions is crucial in educational settings, and it is widely accepted that emotion regulation (ER) can positively impact social adjustment. ER strategies have been implemented during the learning process to manage negative emotions and promote positive emotions, underscoring the importance of regulating emotions in such contexts. Studies have examined how students from different cultures use various ER strategies, such as suppression and reappraisal, to manage their emotions. Therefore, understanding ER and its impact on social adjustment can aid in developing effective educational strategies.

4. Factors that Shape Students' EFL Enjoyment

Student enjoyment can be shaped by several factors, including self-regulation, teacher behavior, and teacher support. The student's capacity for self-regulation during the learning process can determine whether they experience emotional stability and, therefore, whether they can enjoy the process. Teachers can help their students experience positive emotions, creating a stronger student-teacher relationship and increasing enjoyment levels. Teacher behavior, such as the use of humor, can also create a positive classroom environment. Students' and teachers' emotions and behaviors can influence each other, with teacher engagement influencing student performance and improvements. Teacher support is also crucial, with longitudinal studies suggesting its importance in determining student enjoyment. The perception of foreign language teachers and the foreign language itself can also impact students' enjoyment. A joint effort between students and teachers can promote and achieve EFL enjoyment.

5. Strategies that Increase Students' EFL Enjoyment

To enhance EFL enjoyment in the classroom, certain strategies are obvious and are typically linked to the teacher's characteristics and classroom management. These include introducing activities that are neither too easy nor too difficult, showcasing the richness of the target culture, exhibiting enthusiasm for the language, culture, and students, being friendly, making jokes to promote group solidarity, providing encouragement and praise, and establishing a relationship based on trust, mutual respect, and common purpose with students. Neff and Rucynski (2017, 2021) showed that teachers who frequently use spontaneous humor in the FL classroom can establish a stronger relationship with their students and enhance their motivation. Other strategies that can contribute to a more enjoyable classroom environment are less obvious, such as frequent use of target language during class and creating a somewhat unpredictable environment, which seem to be more appreciated in Western contexts than in Asian ones (Dewaele, Witney, Saito & Dewaele, 2018; Jiang & Dewaele, 2019).

6. Factors that Contribute to EFL Enjoyment

Li et al. (2018) found that both internal factors such as achievement, unique experiences, and satisfaction, and external factors such as classroom context, teacher support, and peer collaboration contribute to FL enjoyment among Chinese EFL learners. Dewaele et al. (2018) demonstrated a significant correlation between learners' enjoyment and positive attitudes toward the language, teacher, and interactions with peers and educators. Teachers play a central role in fostering learners' enjoyment and emotional support by creating a constructive classroom environment (Li et al., 2021) and exhibiting positive characteristics such as sociability, wit, amiability, sympathy, and fortitude (Jiang, 2020). Sampson (2020) also highlighted the influence of teachers' conduct and sociability, peer collaboration, and students' perspectives on their enjoyment of FL learning, while Jiang and Dewaele (2019) emphasized the reciprocal relationship between learners' enjoyment and teacher's sociability.

Recent investigations have also explored the dynamic and situational nature of EFL enjoyment (Elahi Shirvan et al., 2021a; Elahi Shirvan et al., 2020).

6.1. Role of Teachers in EFL Enjoyment

Jiang and Dewaele (2019) conducted a research study to investigate the anxiety and enjoyment levels of Chinese EFL learners. The results revealed that teachers were more likely to be a source of FL enjoyment. Additionally, students' perception of their teacher's happiness was positively correlated with their motivation, attitude, and enjoyment (Moskowitz and Dewaele, 2021). From the existing research, it appears that the characteristics of teachers and the classroom environment they create can influence EFL enjoyment. Creating a friendly, supportive, and encouraging learning atmosphere, with reasonable expectations and a relaxed, joyful, and creative class environment, can enhance students' FL enjoyment. It is evident that the role of teachers is crucial in fostering enjoyment among EFL learners.

7. Influencing Factors of EFL Enjoyment

Dewaele et al. (2017, 2019) found that EFL enjoyment is a subjective feeling that is influenced by various personal and social factors such as age, gender, attitude towards language learning, teaching methods, and classroom environment. Research indicates that older EFL learners generally experience higher levels of enjoyment, and females tend to have higher levels of enjoyment than males. Dewaele and MacIntyre (2014) conducted a survey with 1746 FL learners globally and found that those who were multilingual, had higher education, felt more proficient, were older, and had greater FL proficiency had higher levels of foreign language enjoyment.

In a separate investigation conducted by Dewaele et al. (2017), it was observed that an individual's internal variables, including their age, gender, foreign language proficiency, and learning attitude, are more closely associated with their levels of FL enjoyment and FL

anxiety. Conversely, external variables such as a teacher's classroom conduct and code switching between foreign and native languages, demonstrate a weaker correlation with FL enjoyment and FL anxiety. Moreover, the study revealed that classroom factors related to teachers tend to be more significantly linked to learners' FL enjoyment but exhibit a lower correlation with FL anxiety.

Ross and Rivers (2018) conducted a study focusing on the emotional encounter of eight college-level English language learners during social interactions beyond the confines of the classroom. Their findings revealed that learners experience particularly strong emotions outside of the classroom environment in comparison to formal language learning within the classroom. Additionally, the research showed that learners are more inclined to feel FL enjoyment when they are able to proficiently use the language beyond the classroom setting.

Elahi Shirvan and Taherian (2020) investigated the enjoyment of English as a foreign language within the small classroom system of a listening and speaking course using a sociological hermeneutic approach from an ecological perspective. The findings highlighted that teachers are a contributing factor to the emergence of FL enjoyment. Additionally, other ecological factors, such as learners' characteristics and rules and regulations of the university, also contribute to the emergence of FL enjoyment in FL learning. These findings challenge the notion that teachers can substantially reduce FL anxiety by simply modifying their classroom teaching techniques, an argument that has been frequently stressed by scholars over an extended period. Instead, these findings serve as a source of inspiration for educators to concentrate on enhancing their students' experience of positive emotions, rather than overemphasizing the negative emotions of learners.

8. Theorizing EFL Enjoyment

Enjoyment is a crucial positive emotion that has a significant impact on the effectiveness of EFL teaching and learning, and it has been extensively studied in the field of FL acquisition. However, the current studies on EFL enjoyment lack adequate theoretical foundations. Only a small proportion of these studies have applied established theoretical frameworks such as the broaden-and-build theory or the control-value theory. Most studies have only called for the application of the broaden-and-build theory to examine positive emotions, including FL enjoyment, without exploring their potential impact on learners' perspectives, resource building, engagement with the language, play, and exploration within unfamiliar settings, or social capital accumulation. Additionally, some have suggested the integration of the control-value theory with investigations into academically-related emotions since it addresses both ends of achievement emotions. However, there has been a repeated call for the conscious adoption of either theory to direct academic discussions of FL enjoyment, which has not been adequately addressed. Most researchers tend to proceed with their studies and draw conclusions based on empirical or experiential data gathered from firsthand participants. Few researchers have applied either theory to explore how EFL enjoyment affects students' academic achievement or investigate the mechanisms of participants' higher levels of FL enjoyment compared to enjoyment of the third language, or elucidate the functions and/or determinants of emotions of achievement.

9. Dynamicity of EFL Enjoyment

Several studies have demonstrated that EFL enjoyment is a dynamic concept. Dewaele and Dewaele (2017) conducted a pseudo longitudinal investigation to examine how EFL enjoyment evolves over time in foreign language learners. They discovered that the causes of FL enjoyment change over time, and the mean value of FL enjoyment increases over time, indicating the dynamic nature of FL enjoyment. Elahi Shirvan and Talebzadeh

(2018a) employed an idiodynamic method to investigate the fluctuations of EFL enjoyment in seven female university students, revealing that FL enjoyment changes dynamically among individuals from topic to topic in the classroom. The study contributed to the exploration of underlying factors associated with the dynamicity of EFL enjoyment. Similarly, Li et al. (2018) evaluated fluctuations in FL enjoyment and FL Anxiety in Anglo-Canadian learners of French as a second language and found that both fluctuate significantly second by second. Elahi Shirvan and Talebzadeh (2018b) further supported the complex and dynamic nature of FL enjoyment when they examined to what extent FL enjoyment is visible to teachers and peers.

The recent focus on dynamics in the field of educational psychology has led to an increase in research exploring the dynamic nature of FL enjoyment through various techniques. De Ruiter et al. (2019) utilized Kohonen's Self-Organizing Maps to analyze the relationship between teacher emotional support and FL enjoyment and FL anxiety, finding that both teacher support and learners' emotions fluctuate during the interaction process. Elahi Shirvan and Talebzadeh (2020) employed Retrodictive Qualitative Modeling to investigate the periodic fluctuation of FL enjoyment and FL anxiety under the influence of different attractor states. Elahi Shirvan et al. (2020) used a time-based sampling scheme of ecological momentary assessment to study the dynamism of FL enjoyment among EFL learners at different time scales, observing that FL enjoyment fluctuates from moment to moment, week to week, and even from month to month. In addition, Elahi Shirvan et al. (2021) conducted a longitudinal confirmatory factor analysis-curve of factors model to analyze the changes in FL enjoyment over time, finding that learners with initially lower levels of FL enjoyment experience more changes over time compared to those with initially higher levels.

10. Measurement of EFL Enjoyment

Recently, in the field of applied linguistics, FL has become an important subject of research in positive psychology. Researchers including Dewaele, Chen, Padilla & Lake (2019), Khajavy et al. (2018) and Li (2020) have studied the concept of FL enjoyment, which is characterized as a positive emotion experienced by language learners when their psychological needs are met during challenging language learning activities. Research has shown that FL enjoyment has a positive effect on FL learning outcomes, such as improved academic achievement (Li, 2020), improved comprehension at speed (Saito, Dewaele, Abe & In'nami, 2018), increased self-efficacy (Dewaele & Dewaele, 2018), strengthening motivation (Saito et al., 2018), making the student ready to communicate in the target language (Dewaele, 2019; Khajavy et al., 2018) and reducing anxiety in foreign language classroom (Dewaele & MacIntyre, 2014, 2019).

Initially, FL enjoyment was introduced alongside a FL enjoyment scale comprising 21 items, which has since become increasingly popular and undergone various adaptations and translations. For instance, researchers have frequently employed FL enjoyment as one of many instruments to explore diverse relationships between applied psychology variables in language contexts, as exemplified in studies by Khajavy et al. (2018), Saito et al. (2018), and Wei et al. (2019). However, the use of multiple instruments can lead to lengthy questionnaires, which may negatively impact participants' completion rates (Rolstad et al., 2011). Thus, researchers need to balance the effectiveness and efficiency of their measures. While the 21-item FL enjoyment scale is somewhat lengthy compared to other measures used in similar studies, such as the eight-item Second Language Anxiety Scale (Dewaele & MacIntyre, 2014), the 12-item Self-Perceived Competence Scale (McCroskey & McCroskey, 1988), and the 12-item Willingness to Communicate Scale (McCroskey & Baer, 1985), it remains a valuable tool for measuring FL enjoyment.

The FL enjoyment scale with 21 items, developed by Dewaele and MacIntyre in 2014, is a comprehensive measure of language learning enjoyment, encompassing aspects such as learning enjoyment, classroom environment, peers, and teachers. This scale is based on the Interest/Enjoyment scale developed by Ryan et al. in 1990. Currently, it is the most widely used measure to examine positive emotions in language learning and is primarily used in its full 21-item form, as evident in studies such as Mierzwa (2018) and Shirvan & Taherian (2018). However, Dewaele and MacIntyre (2016) have developed a 10-item shortened version of the scale based on their finding of separate dimensions for private and social FL enjoyment in the 21-item scale. This shortened version has been used by Dewaele et al. (2018) and Dewaele et al. (2019). Two Chinese versions of the FL enjoyment scale for FL learners are also available, as reported in Jin and Zhang (2018) and Li et al. (2018).

Regardless of the particular version used, there is ongoing emergence of psychometric evidence regarding the reliability and validity of the scales used to measure FL enjoyment. In a study by Dewaele and MacIntyre (2014), an internal consistency reliability of $\alpha = .86$ was reported using Cronbach's alpha. Other studies (Dewaele, Özdemir, et al., 2019; Shirvan & Taherian, 2018) have also reported high levels of internal consistency reliability ($\alpha > .90$). To assess the discriminant validity of the scale, it is often compared with FL Classroom Anxiety because FL enjoyment was originally conceived as a positive emotion that should exhibit negative relations with FL Classroom Anxiety. Dewaele and MacIntyre (2014, 2016) found a moderate negative correlation between the two constructs. Shirvan and Taherian (2018) conducted a confirmatory factor analysis of a unidimensional factor solution with the 21 items of the FL enjoyment scale loading on a single FL enjoyment factor and found satisfactory fit (RMSEA = .05; GFI = .91) in their analysis of the SFLES instrument.

Dewaele et al. (2018) made an initial effort to condense the FL enjoyment scale, which was established in 2014 (Dewaele & MacIntyre, 2016), into a shorter version

consisting of 10 items. The purpose of this study was to demonstrate that FL Classroom Anxiety and FL enjoyment are distinct constructs, rather than opposite ends of the same continuum. The researchers conducted an exploratory factor analysis on all items in the 21-item FL enjoyment scale and the eight-item FL Classroom Anxiety Scale. The results showed that the FL Classroom Anxiety items loaded on one factor, supporting the idea that anxiety and enjoyment in language learning are independent of each other. The FL enjoyment items loaded on two factors, which were named Private Enjoyment and Social Enjoyment. Based on the exploratory factor analysis, 10 items were selected to create a shorter FL enjoyment scale with two factors. This scale has been used in subsequent research (Dewaele, 2019; Dewaele, MagdalenaFranco, et al., 2019) and showed acceptable internal reliability in the study by Dewaele and MacIntyre (2019) with a coefficient alpha of .89. However, the selection of the items was primarily based on expert knowledge and not on the psychometric properties of the subscales or the items, and the 10-item FL enjoyment scale has not yet undergone any additional validation studies.

In spite of its limitations, the 10-item measure was the first FL enjoyment scale constructed using multidimensional approaches. This scale contradicts the notion that FL enjoyment has a unidimensional structure and aligns with the original L2 enjoyment theory, which is reflected in the comprehensive range of topics covered by the 21-item FL enjoyment scale (Dewaele & MacIntyre, 2014). Previous studies examining FL enjoyment measurement have been implicit rather than explicit in discussing the factor structure of FL enjoyment, but an analysis of previous FL enjoyment measures suggests that similar factors have been identified. Specifically, all multifactor studies have found a factor related to individual enjoyment and another related to social/group-based enjoyment of language learning. Two studies also included a third factor related to the teacher's role in fostering enjoyment in FL classroom (Jin & Zhang, 2018; Li, 2019). As the majority of previous studies identified two- or three-factor structures, we anticipated that the short-FL enjoyment scale developed in this

study would also be a multidimensional measure. Currently, there has been no consideration given to the existence of a higher order factor in relation to the data on FL enjoyment. Theoretical frameworks suggest that FL enjoyment is a broad and positive variable within the FL learning classroom. It is reasonable to assume that the enjoyment of second language learning is not inherently simpler in terms of its factor structure than other individual difference variables. Thus, if a multidimensional factor structure is identified in the data, it would be appropriate to consider including a higher order factor at the apex of the underlying first-order factors.

As a summary, Dewaele and MacIntyre (2014) conducted a seminal study on FL enjoyment by creating the FL Enjoyment Scale, which consisted of 21 items adapted from Ryan et al.'s (1990) interest/enjoyment subscale. They subsequently refined the scale to 14 items and identified two factors, FL enjoyment-Social and FL enjoyment-Private (Dewaele and MacIntyre, 2016). In a later study, Dewaele and Dewaele (2017) modified and improved the scale by adding a third dimension, Peer-Controlled versus Teacher-Controlled positive. Li et al. (2018) developed a Chinese-localized FL enjoyment scale with 11 items and three dimensions: FL enjoyment-Private, FL enjoyment-Teacher, and FL enjoyment-Atmosphere, which were believed to better capture Chinese EFL learners' FL enjoyment. Li (2019) explained FL enjoyment-Private as positive feelings arising from enjoyable and interesting aspects of EFL learning, FL enjoyment-Teacher as the positive feelings that result from teachers' encouragement and support, and FL enjoyment-Atmosphere as the positive learning environment that enhances learners' enjoyment. Research indicates that teachers play a pivotal role in fostering FL enjoyment, as teachers' characteristics and behavior are strong predictors of FL enjoyment (Dewaele et al., 2017; Jiang and Dewaele, 2019; Jiang, 2020). Dewaele et al. (2019b) found that teachers' friendly behavior was the strongest positive predictor of FL enjoyment in a study with Spanish EFL learners.

10.1. Short-Form Development

Constructing a short form requires taking various factors into account. To select items for a short-form measure, it is important to follow best-practice guidelines, as recommended in Marsh et al. (2005) and Smith, McCarthy, and Anderson (2000). Reliability, validity, and theoretical foundations of each item and the scale as a whole should be considered when choosing items for a short form, as noted by Putnam and Rothbart (2006). Nevertheless, research on developing short-form scales from existing measures cautions that the shorter administration time may not always justify the inevitable loss of validity, as stated by Smith et al. (2000). Furthermore, the psychometric properties of short-form measures may be overemphasized, as indicated by Marsh et al. (2005).

In order to ensure caution, it has been suggested that the use of reliable psychometric methods in developing a brief version of the FL enjoyment scale could serve as a valid and trustworthy alternative to the current 10-item measure. With FL enjoyment gaining popularity as a research topic, there is a growing demand for a validated measure that can be incorporated into a battery of instruments, striking a balance between the number of items and the scale's validity. Moreover, creating a short form of the 21-item FL enjoyment scale could also provide insight into the dimensionality of the construct. The number of underlying factors of FL enjoyment remains uncertain, with some studies proposing a single factor model, while others suggest two or three factors.

11. Methodology of EFL Enjoyment Research

In the early 21st century, research on FL adopted a mixed-methods approach that combined quantitative and qualitative methods. While quantitative methods were primarily used to collect data and identify correlations between FL enjoyment and other variables such as foreign language classroom anxiety, engagement, motivation, and personality traits,

qualitative approaches were used to supplement these analyses and gain a better understanding of the determinants of FL enjoyment. Some studies used an idiodynamic approach to uncover the complex nature of FL enjoyment and its interaction with negative emotions during second language learning. However, the majority of studies relied on quantitative approaches, with many using static cross-sectional designs to establish causal relationships between FL enjoyment and a range of teacher and learner-related variables. Longitudinal designs were also used to deepen our understanding of the dynamic and complex nature of FL enjoyment and its relationship with other variables. Qualitative inquiries were found to be indispensable in investigating FL enjoyment due to the socially constructed nature of reality and the subjective nature of emotions, yet pure qualitative studies were rare. Only two studies used purely qualitative methods to explore the realization of potential affordances for FL enjoyment in a university course and the dynamics of FL enjoyment and FL classroom anxiety, finding that the influence of the teacher and personal goals were significant contributors to FL enjoyment.

12. The Role of EFL Enjoyment in Students' Academic Motivation and Engagement

The complete rationale behind the positive impact of EFL enjoyment on the motivation and academic engagement of students can be elucidated through Broaden-and-Build Theory (BBT) as proposed by Fredrickson in 2003. According to Fredrickson, positive emotions like EFL enjoyment can widen the range of thoughts and actions of students in the short term while simultaneously building their long-term personal resources. This theory indicates that positive emotions, including FL enjoyment, can augment students' intrinsic motivation and academic engagement, which are fundamental components of their personal resources. In agreement with this notion, MacIntyre and Gregersen in 2012 posited that

positive emotions such as FL enjoyment can inspire language learners to immerse themselves in the learning process. Moreover, Dewaele and Li in 2020 drew on Control-value Theory (CVT) as a basis for suggesting that different FL learning outcomes such as FL motivation and academic engagement can be favorably influenced by positive achievement emotions, including FL enjoyment. In this regard, Kahu et al. in 2015 also demonstrated that in the presence of positive academic emotions such as FL enjoyment, language learners tend to dedicate more time and exert greater effort towards acquiring a new language.

13. The Relationship between EFL Enjoyment and Academic Achievement

Pekrun et al. (2002a) have identified enjoyment as one of the various emotions associated with learning in educational settings. This emotion is triggered by different learning tasks that students encounter in school. Since enjoyment has an energizing effect (Watson and Tellegen 1985), it is usually accompanied by desirable learning behaviors, such as the use of deeper learning strategies (Pekrun and Hofmann 1999), more sedentary effort (Gendolla 2003), higher self-regulation (Villavicencio and Bernardo, 1985) and a larger participation (Reschly et al.2008). Students' academic achievement is consequently influenced by these behaviours. Prior studies have demonstrated a strong correlation between achievement and enjoyment, with greater levels of each being linked to higher levels of the other. There is continuing debate about the reciprocal connection between these constructs, even though the link between achievement and enjoyment is examined less frequently than the achievement-enjoyment link. However, there hasn't been much continuous study done in this field. Control-value theory, developed by Pekrun, proposes an indirect relationship between student achievement and enjoyment mediated by control and value cognitions. This theory aligns with cognitive approaches to emotion, which suggest that emotions develop

from evaluations or appraisals of actual events. Depending on this evaluation, either positive or negative emotions can arise. Therefore, it can be inferred that low and high achievers may evaluate identical classroom conditions differently, leading to different emotional experiences. The importance of control and value cognitions in eliciting enjoyment indicates the significance of these factors in the achievement-enjoyment relationship. While environmental conditions may be identical, varying evaluations of the situation can result in diverse emotional experiences, as noted by Clore and Ortony. The existing research supports the positive connection between achievement and enjoyment, which is reciprocal in nature. However, there is a lack of longitudinal research on the reciprocal linkages between the two constructs.

Control-value theory posits that control and value cognitions are critical in the evaluation of the learning environment, and students' achievement levels have an impact on these cognitions, which ultimately influence their emotional experiences (Ahmed et al., 2010a,b; Frenzel et al., 2007). High-achieving students tend to have high control beliefs (Goetz et al., 2008) and positive value cognitions (Fend, 1997), leading to positive achievement emotions and subsequently, positive learning behaviors that foster high achievement. Therefore, feedback loops between students' emotions, control-value cognitions, learning behavior, and achievement can be inferred. Conversely, low achievement is associated with negative cognitions, negative emotions, and poor learning behavior, which reinforce failure. Notably, research highlights the significance of student-teacher interaction and high-quality instruction in the development of positive emotions and learning, and underscores how the social environment (e.g., parents and teachers) responds to low-achieving students in a controlling and negative manner (Deci et al., 1982; Skinner and Belmont, 1993).

Hence, the experience of enjoyment during learning is at risk when students have low achievement. Flammer and Alsaker (2002) suggest that low achievers tend to devalue scholastic learning to maintain a positive scholastic identity. This results in worsening positive value cognitions, which are preconditions for positive learning emotions, and consequently, a decrease in enjoyment and motivation. The continuous psychological disengagement and misidentification of the "discounting effect" (Tesser and Campbell 1983) negatively impacts the enjoyment of such students. As a result, the difference between the enjoyment of low achievers and high achievers increases with successive school years.

Conclusion

In conclusion, this literature review provides a comprehensive exploration of the concept of EFL enjoyment and its various dimensions. The review begins by defining EFL enjoyment and discussing the learner-internal and learner-external factors that contribute to it. It further highlights the positive influence of cooperative learning and emotion regulation on learners' enjoyment in the EFL context, emphasizing the role of teachers in fostering enjoyment. Additionally, the review identifies the factors and strategies that shape students' EFL enjoyment and contribute to its dynamicity. Furthermore, it discusses the measurement of EFL enjoyment, including the development of a short-form measurement tool, and the methodology employed in EFL enjoyment research. Finally, this review emphasized the important role of EFL enjoyment in students' academic motivation and engagement and identified the relationship between EFL enjoyment and academic achievement.

Chapter Two: Academic Achievement

Introduction

Academic achievement refers to how well a person has accomplished specific goals that were the focus of activities in instructional environments such as schools, colleges, and universities. These goals are usually related to cognitive skills like critical thinking or acquiring knowledge in a particular intellectual domain like science, literacy, or history. Academic achievement is a complex construct that encompasses different domains of learning, and its definition depends on the indicators used to measure it. These indicators can include procedural and declarative knowledge, grades, performance on achievement tests, and educational degrees. Academic achievement plays a significant role in the life of an individual as it determines their ability to continue their education and influences their vocational career after education. It is also crucial for the prosperity of a nation and its positive socioeconomic development. Given its importance, academic achievement is a topic of interest for scientists in psychology and educational disciplines. This chapter aims to review the literature on academic achievement.

1. Definitions of Academic Achievement

Academic achievement can be defined broadly or narrowly. Broadly, it refers to the overall improvement of students' quality during their school years, including cognitive and non-cognitive outcomes, as well as psychological and behavioral outcomes. Narrowly, it refers to the measured performance of students through examinations at a certain study stage. Some researchers adopt this narrow definition, particularly in empirical studies of primary and secondary school students, where academic achievement is defined as a learner's performance on teaching and learning assessments, such as final examination results. However, the

National Leadership Council on Liberal Education and America's Promise argue that academic achievement should not be limited to admission rates and degrees earned, but should include the knowledge and competencies necessary for students' future life, work, and civic activities. Similarly, Cai and Cao suggest that academic achievement should encompass all aspects of students' knowledge, competence, and literacy development, not just their academic performance in school. Bloom also emphasized that academic achievement includes appropriate knowledge, values, attitudes, skills and behaviors.

Academic achievement is defined in different ways by various dictionaries and authors. According to Carter's Dictionary of Education (1959), it is the knowledge and skills acquired in school subjects, which are usually measured by test scores or marks assigned by teachers. Chaplin's Dictionary of Psychology (1959) defines it as a level of proficiency in academic work evaluated by teachers, standardized tests, or a combination of both. Bhatnagar R.P. (1969) views Academic Achievement as an aspect of a student's overall behavior resulting from the interaction between the student and their environment, such as school, teachers, and peers. Meanwhile, Gupta and Kapoor (1969) suggest that Academic Achievement, like other fields of performance, is a multidimensional activity involving several stages.

2. The Importance of Academic Achievement

The significance of academic Accomplishment cannot be precisely defined, but numerous personality factors have been identified as influential in achieving academic excellence. Academic achievement refers to the level of proficiency or success attained in a specific academic or scholastic field. It is commonly assessed through measures such as academic or educational age, accomplishment quotient, or achievement quotients. According to Good (1959), academic achievement pertains to the competencies and expertise gained in academic disciplines, which are typically assessed through grades given by teachers or scores

obtained in tests. Christian (1980) associates the term "performance" with the learning outcomes of students, as their behavior patterns are shaped by the knowledge gained across different subjects. Learning impacts three main areas for students: cognitive, affective, and psychomotor. Christian notes that these domains of learning do not necessarily progress at the same pace, with students potentially excelling or lagging behind in any given domain. The cognitive domain primarily focuses on intellectual development, encompassing the acquisition of basic skills like reading, numerical operations, and comprehension, as well as the learning of facts, concepts, and generalizations. Bloom (1958) has proposed six primary classifications under the cognitive domain, namely knowledge, understanding, application, analysis, synthesis, and evaluation. Achievement is a term commonly used in education, industry, civil service, clinical settings, and guidance and counseling. It serves various purposes, such as grading assignments, promoting students to the next grade, classifying individuals, providing counseling and remedial teaching, offering vocational guidance, measuring the effectiveness of learning environments, and selecting individuals for specific purposes.

3. Factors related to Academic Achievement

Previously, research on factors affecting academic achievement focused on intellectual factors. However, as related research developed, more attention was given to non-intellectual or environmental factors. Studies by Shao and Pi (1998) and Wang (2000) found a positive correlation between intelligence and academic achievement, while Xing (1999) highlighted the importance of motivational, emotional, and personality factors. Alexander (1935) believed non-intellectual factors were as important as intellectual factors, whereas Wechsle (1950) focused on personality factors within non-intellectual factors. Li (1997) developed the Non-Intellectual Factors Questionnaire, which includes 11 diagnostic measures of non-intellectual factors, with achievement motivation and motivation to win having the

most significant impact on students' learning activities. Scholars generally divide research on factors affecting academic achievement into individual student characteristics and external environmental factors. Wang (2000), Zhang (2005), and Wang (2013) discuss that students' intrinsic motivation significantly influences academic achievement.

The investigation of the surroundings outside an individual can be classified into two significant categories, namely the family surroundings and the school surroundings. Scholars such as Zhang and Zhao (2012), Wang Nyan (2017), and Yu and Yu (2020) have studied the impact of parental involvement in their children's education, parent-child communication, and family financial status on students' academic performance from the perspective of family surroundings and cultural knowledge. Chen (2015) has argued that teachers have a crucial role in shaping academic achievement. Teacher expectations, efficacy, some teaching behaviours, professional development practices, personal characteristics, teaching styles, and teacher-student relationships have all been found to significantly influence academic performance. Research has shown that positive and negative teacher-student relationships affect student engagement and academic achievement, with negative relationships having a surprisingly positive predictive effect when students encounter learning difficulties. Postgraduate academic performance is influenced by factors such as mentorship, financial support policies, study motivation, and family background. Wang (2015) has analyzed the effect of mentoring style, frequency, and content on graduate students' academic performance from a mentoring perspective, while other scholars have explored the link between financial aid policies and graduate students' academic achievement. Liu (2016) has used the structural-functional model to examine the influence paths of grant-based funding, self-help funding, and deferred payment funding on graduate students' academic achievement, while Li (2017) has constructed a relationship model between graduate student funding policies and academic achievement to explore the influence mechanism. Ling and Wang (2018) have conducted a qualitative study and found that graduate student motivation, mentor guidance, peer effects,

and family background collectively contribute to academic achievement. Additionally, a few scholars have investigated the impact of entry mode on postgraduate academic achievement.

3.1 Individual External Influences

The determinants that impact an individual's academic accomplishment can be divided into three primary domains: social network factors, family factors, and school factors. With respect to social network factors, Wang (2020) noted that the academic achievement of university students is substantially distinct among small groups. Students with strong academic performance have a tendency to interact more closely with peers who also exhibit good academic performance, forming a small group with higher academic achievement within the class. Zhang (2020) discovered that peers can influence each other's learning attitudes, motivation, and engagement behavior, and that similarities in intrinsic motivation and learning behavior can lead to resemblance in academic achievement between peers, with close friends exerting a critical influence on an individual's academic development.

According to Liu's (2018) findings, family factors have a significant influence on the academic success of students. The parenting techniques adopted by families are intricately linked to the academic performance of students. Moreover, the surroundings in which students reside also affect their academic achievements, with children in rural areas exhibiting lesser language proficiency than their urban counterparts. Furthermore, the nature of the community positively impacts parental involvement in education and parents' educational expectations.

Finally, school factors, as identified by Gong (2019), include teacher delivery style, teacher-student relationship, school support, and school information technology level. The level of information technology in schools is not fully linearly related to students' academic achievement; low to medium levels of information technology can promote students'

academic achievement, while high levels of information technology may have a hindering effect on students' academic achievement.

4. Common Factors Affecting Students' Academic Achievement

Various factors, such as socioeconomic factors (SEF), school leadership, student factors, teacher factors, and private tuition, can impact students' academic achievement. Several studies have shown that SEF has a significant effect on student performance. Some researchers believe that those from high SEF backgrounds perform better than those from low SEF backgrounds. Nevertheless, studies have also revealed academic resilience in students from disadvantaged SEF and educational backgrounds. School leadership has also been found to play a crucial role in improving students' achievement, with effective leaders able to impact teaching and learning, involve stakeholders, and foster a conducive school climate. As the primary stakeholders, students' time management, self-motivation, engagement, behavior, and attitudes have also been identified as crucial factors governing their academic success. The influence of educators on students' academic outcomes varies widely, with some studies highlighting the importance of effective teachers as guides, facilitators, models, pedagogical leaders, and sources of knowledge. Finally, private tuition can also impact students' achievement, with some aspects of it considered positive, such as creating constructive out-of-school activities for young people. However, tutoring may also create an economic burden on households and excessive pressure on children and adolescents, especially when it becomes a substitute for mainstream education.

5. Studies on Academic Achievement

In general, academic achievement is the outcome of evaluating learners subjectively and objectively through either school teaching or self-study, resulting in a long-term behavioral outcome that accumulates over time. Zhang (2010) defines academic achievement more specifically as grades obtained by a learner in subjects as a result of passing tests. Academic achievement reflects the learning outcomes achieved during the schooling period and is a goal for students to attain. Stabback and Philip (2016) suggest that academic achievement helps teachers identify their own shortcomings in the teaching process, improve teaching quality and methods, and make appropriate adjustments to their teaching style. Fisher and Bandy (2019) state that assessing student achievement is an essential part of the teaching and learning process in schools, measuring both the specific results of teachers' teaching and the learning outcomes of students. Therefore, academic achievement and its influencing factors have always been important propositions in research across various disciplines such as psychology, society, and education (Leicht et al., 2018). Previous study has revealed that research on the impacts of academic accomplishment encompasses a wide variety of themes, including low and high achievers, correlational, causal, descriptive, and exploratory studies, and both quantitative and qualitative research approaches (Loeb et al., 2017). Academic performance affecting variables can also be divided into social and individual factors, which include cognitive and non-cognitive aspects as well as family, school, and regional influences.

6. Measuring Academic Achievement

Numerous measures exist for assessing academic achievement, each with its own set of evaluation criteria, yielding different outcomes. Studies reveal that the link between academic accomplishment and its predictors, such as intellect, motivation, and personality, varies based on the assessment tool employed. It is therefore imperative to distinguish

between the diverse markers of academic achievement. A comprehensive examination of academic achievement assessment is provided in Geisinger's 2013 publication on testing and evaluation in school psychology and education. The most widely used indicators of academic achievement comprise grade point average (GPA), a reliable predictor of future academic success, although self-reported GPA necessitates caution. In contrast, grades reflect a student's performance in class and are impacted by the frame-of-reference effect, which has been extensively researched. Standardized achievement tests, employed as college entrance examinations in many countries, provide a more objective measure of academic achievement than grades and are deemed a purer gauge of knowledge. Meta-analyses in Kuncel et al. 2001 demonstrate that graduate record examinations serve as excellent predictors of academic achievement among highly selective populations. Moreover, the attainment of educational degrees in some countries is directly proportional to an individual's grades, whereas in others, they may also be influenced by standardized achievement tests used as entrance tests for advanced education. Educational degrees remain a powerful predictor of social status in one's profession, as evidenced by prestige and income, even after adjusting for other significant predictors of occupational achievement, such as intellect and conscientiousness, according to Amelang and Steinmayr 2006. The OECD offers an extensive annual review of the global comparability of educational degrees earned in various countries in "Education at a Glance" (OECD 2012).

7. Predictors of Academic Achievement

7.1 Students' Characteristics

Academic achievement is often predicted by student characteristics, including not only cognitive abilities such as intelligence but also non-cognitive traits like motivational and personality variables. As a result of the numerous studies conducted on the influence of

student characteristics, meta-analyses prove useful in gaining insights into this complex area. For a comprehensive understanding of the student characteristics that predict academic achievement, Hattie and Anderman's 2013 work provides an overview of relevant factors. Hattie's 2009 research analyzed over 800 meta-analyses examining the correlations between academic achievement and various student characteristics. Richardson et al.'s 2012 comprehensive meta-analysis explored the associations between psychological correlates of university students and academic performance. Only a few studies have investigated the combined effects of different student characteristics on academic outcomes, such as Marsh et al.'s 2006 focus on self-concept and personality, Spinath et al.'s 2006 examination of different motivational variables and intelligence, and Steinmayr et al.'s 2011 investigation of achievement goals, personality, and intelligence.

7.1.1. Intelligence

The definition of intelligence as a general factor is widely accepted among various concepts of intelligence. The ability to learn is considered a fundamental characteristic of intelligence, which explains the relationship between intelligence and academic achievement. General intelligence is regarded as the most crucial predictor of academic success, as demonstrated by Kuncel et al. in 2004, who established its significance in explaining educational or career achievements. However, when predicting school performance using intelligence, one must consider the specific criterion of academic achievement. According to Deary et al.'s (2007) longitudinal study, intelligence has a stronger correlation with standardized achievement test scores than school grades. Jensen in 1980 identified additional empirical and theoretical aspects that were significant in the relationship between intelligence and academic achievement, including moderator variables such as the timing of examination and the specific intelligence test used. Besides general cognitive ability, domain-specific abilities were also found to be important in predicting subject-specific grades, as analyzed by Brunner in 2008, who explored two different structural models of intelligence.

7.1.2. Motivation

In academic research, motivation has been extensively studied due to its significance in predicting academic achievement and its value as an academic outcome in itself. Many studies have investigated the relationship between various motivational constructs and academic achievement, including achievement values, goal orientations, and interests. These studies have been summarized in Wigfield and Cambria's 2010 theoretical overview and meta-analyses by Credé and Kuncel in 2008 and Robbins et al. in 2004. However, there is still a challenge in classifying the findings due to the diversity of existing motivational constructs that overlap to some extent, necessitating further research to identify the motivational construct that best predicts academic achievement. Steinmayr and Spinath's 2009 study is significant as it investigated the most prominent motivational variables and their relationship with academic achievement, finding achievement motives, values, and ability self-concepts to be of particular importance. Additionally, research has demonstrated that motivational constructs predict academic achievement beyond intelligence, and academic self-concepts are a crucial motivational variable associated with academic achievement. Marsh and Martin's 2011 research has shown that academic self-concepts predict subsequent academic achievement beyond prior academic performance and vice versa, indicating that they are not simply reflections of previous achievement.

7.1.3. Personality

Recently, personality has emerged as a crucial indicator of academic success, as observed by Zeidner and Matthews (2012). This is because, aside from cognitive ability, the motivation to excel also plays a pivotal role in achieving academic accomplishments. The authors have also explored several personality constructs and their relationship with academic achievement. Poropat's (2009) meta-analysis revealed that Conscientiousness, among the "Big Five" personality traits, is the most significant predictor of academic performance. Chamorro-Premuzic and Furnham (2003) provided longitudinal evidence that highlights the importance

of taking into account personality factors in academic selection procedures. Duckworth and Seligman (2005) found that self-discipline is a critical factor for academic achievement, while Steinmayr and Spinath (2007) demonstrated the relevance of need for achievement in forecasting GPA. Rosander et al. (2011) underscored the significance of scrutinizing personality facets in academic achievement research.

7.1.4. Gender

Numerous investigations have indicated that gender plays a crucial role in predicting academic success. Specifically, girls tend to outperform boys in terms of academic grades, while boys tend to excel in standardized achievement tests or college entrance exams that evaluate scientific or mathematical proficiency. As a result, the assessment of academic achievement results must adhere to the principles outlined in Duckworth and Seligman's 2006 study. In Else-Quest et al.'s 2010 meta-analysis, various studies were analyzed to investigate gender differences in math performance, as assessed through standardized achievement tests. Although the overall effect size was minor, the range of effect sizes varied, indicating that moderator variables may impact the connection between gender and math performance tests. The literature identifies a variety of reasons for gender disparities, including motivation and personality, which are important indicators of academic success. Meece and Askew's 2012 overview of different explanations, as well as theoretical aspects linked to gender and academic achievement, is also discussed. Steinmayr and Spinath's 2008 study examined whether gender disparities in critical indicators of academic success, such as intelligence, motivation, and personality, mediate the connection between gender and academic success. Halpern's 2006 research summarizes the gender gaps in the realm of education, taking into consideration not just gender variations but also similarities. Halpern provides valuable insights into how research findings may be applied to policies and practices. Another publication that is frequently referenced for gender similarities is Hyde's 2005 study.

7.1.5. Other Variables Predicting Academic Achievement

Numerous variables have been explored to predict academic achievement, including intelligence, motivation, personality, and gender, among others. The selected constructs frequently examined in the academic achievement literature are discussed in this section. Self-regulated learning, one of these constructs, is summarized by Zimmerman in 2009, who outlines various theoretical and empirical associations with academic achievement. While research on environmental school conditions, such as class size, suggests that these factors have mostly negligible effects on academic achievement, the quality of the school and other teacher-specific variables matter, as demonstrated in Hattie's comprehensive summary in 2009. Hattie and Anderman's 2013 study provides theoretical overviews of different influences from school- or teacher-related variables on academic achievement. Teacher competence and the quality of teaching have been identified as crucial predictors, and Kunter et al.'s 2013 study provides valuable data on the associations between teacher competence and different student outcomes, including mathematics achievement.

7.1.6. Prior Knowledge

In academic settings, the foremost predictor of knowledge development over the course of a school year is the degree of prior knowledge that students possess on the initial day of instruction. Such prior knowledge establishes a foundation for the acquisition of subsequent knowledge. An analogy can be drawn to the growth of crystals in a stream of dissolved salts, where a larger crystal will grow at a more rapid and pronounced rate than a smaller crystal. Therefore, ensuring uniform levels of prior knowledge among all students at the outset of the academic year is the most effective means of mitigating disparities within a group by the year's end. Statistically speaking, pre-existing knowledge is responsible for a substantial portion of the variance in knowledge growth across all age groups, typically ranging between 50 and 65 percent.

7.1.7. Self-Regulation

Individuals who possess self-regulatory skills have control over their own learning. They excel in planning, effectively managing their time, self-motivating, constantly monitoring their progress, and taking steps to avoid distractions and procrastination. When children are not yet self-regulated, teachers and parents can regulate their learning and still achieve substantial growth across an academic year. However, students are increasingly expected to take charge of managing their own learning in middle school, high school, and college. Students might only learn once in a college course, for instance, that a 15-page report is due in six weeks. It is then up to the students to remember the due date, organize and prepare the paper, collect references, compose drafts, and other pertinent tasks. In higher grades, self-controlled students frequently demonstrate the highest levels of academic achievement. Depending on how it is measured, self-regulation empirically predicts varying amounts of variance. According to certain research involving older pupils, self-regulation may be able to explain up to 20% of the variation in end-of-year accomplishment. Due to the presumption that younger kids lack the self-regulatory abilities outlined above, studies involving them have not been done.

7.1.8. Socioeconomic Status

Students' socioeconomic status (SES) is a robust indicator of academic achievement, with students from high-SES backgrounds generally outperforming their low-SES counterparts in measures of academic achievement (Brooks-Gunn & Duncan, 1997; Sirin, 2005). This gap is observable in math and reading performance even before children enter kindergarten in the United States (Lee & Burkam, 2002). Despite widespread initiatives to address the SES-achievement gap, it has remained relatively stable over the last 50 years (Hanushek et al., 2019), and may have even worsened (Reardon et al., 2013). These findings highlight societal inequalities that require multifaceted approaches, disciplines, and programs to address them.

7.1.9. Peers, Families, and Neighborhood Factors

In current ecological and stage-fit models, variables like SES are a part of complex socio-cultural systems that are interconnected in a child's life and nested within each other. These systems, which include the family, school, and neighborhood contexts, are impacted by other actors in these contexts' societal values, beliefs, and behaviours. The success of high achievers is not only correlated with their wealthy and intelligent family background, but also with their neighborhood and school settings, where the majority of the other students share a similar focus on accomplishment. For instance, only 20–30% of graduates from low-income metropolitan high schools enroll in college, whereas nearly all residents of affluent areas finish from high school. Even after controlling for previous success, factors like friend, family, and neighborhood have been found to be predictors of accomplishment, social skills, and delinquency

7.1.10. Curriculum and Instruction

When examining the relationship between instruction and achievement, it is necessary to consider two important factors, which are content and method. If students haven't been taught the content they are assessed on, their performance will suffer. International studies have shown that covering the material correlates with better performance. The method of instruction has also been debated, but it's hard to accurately assess its effects due to a lack of true experiments and difficulty in comparing schools with different approaches. Highly skilled teachers may be able to make any method work, and variation in instruction for individual students may also have an impact. However, most teachers use a single method for their entire class, making instruction relatively constant. It appears that children's initial skill levels and socio-economic status play a larger role in outcomes than instructional methods, but limitations in research could also be a factor. More research is needed to determine the relative importance of method.

7.1.11. Learning Difficulties

In previous times, school districts in the United States utilized a criterion known as discrepancy to identify children with learning disabilities. This approach involved defining a child as having a learning disability if their academic performance, as evaluated by standardized tests, lagged behind their intellectual capacity, as assessed by IQ tests, by at least two years, while still falling within the normal range. However, there has been scrutiny towards this method. Children who have been diagnosed with a learning disability tend to do worse on national exams compared to those who don't have a diagnosis. The difference in effect size is significant. Despite interventions like tutoring, children with learning challenges may experience limited progress, rendering them difficult to remediate. In recent years, the emphasis has shifted towards identifying the neurological underpinnings of conditions like autism and reading disability.

Conclusion

In conclusion, this literature review on academic achievement has provided an overview of various factors and predictors related to academic success. The review has highlighted the importance of individual external influences, common factors affecting students' academic achievement, and the measurement of academic achievement. Furthermore, this review has explored the role of various student characteristics in predicting academic achievement, including intelligence, motivation, personality, gender, prior knowledge, self-regulation, socioeconomic status, peers, families, neighborhood factors, curriculum and instruction, and learning difficulties..

Chapter Three: Field of Applied Research

Introduction

This chapter focuses on a field of applied research that aims to investigate whether there is a correlation between EFL enjoyment and academic achievement among a specific population. This chapter will provide details of the population, questionnaire, and test scores and then will analyze and discuss their results, make recommendations, and finally write a conclusion. A questionnaire will be administered to measure the participants' EFL enjoyment, while test scores will be used to measure their academic achievement. The questionnaire will be described in detail, including its administration procedures. Descriptive statistics will be used to analyze test scores and questionnaire results, and the chapter will conclude with a discussion of the findings, recommendations, and conclusions based on the research outcomes.

1. Population

The population for this study consists of 17 third-year students in the foreign languages branch at Aissa Hamitouch Secondary School. These students are currently studying English as foreign language.

2. Test Scores

Test scores will be used to measure the academic achievement of the participants. They will be obtained from their English teacher, who will provide scores for their ongoing assessments and exams. The scores will be converted into a single variable that reflects their overall academic achievement in English.

3. Questionnaire

A questionnaire will be used to measure EFL enjoyment among the participants. The questionnaire will consist of 10 Likert-scale items that ask participants to rate their level of enjoyment when learning English, from 1 (Strongly Disagree) to 4 (Strongly Agree).

3.1. Description of the Questionnaire

The questionnaire items were designed based on the literature on EFL enjoyment. It covers different aspects of EFL enjoyment, such as interest, enjoyment, motivation and engagement. It has been designed to be brief and easy to administer, and it should take participants no more than 10 minutes to complete.

3.2. Administration of the Questionnaire

The questionnaire will be given to 17 third-year students. They will be asked to complete the questionnaire individually and give honest responses. They will be allowed to ask questions if necessary. And they will be assured of the confidentiality of their responses. The responses will be collected and used for analysis to examine the relationship between EFL enjoyment and academic achievement.

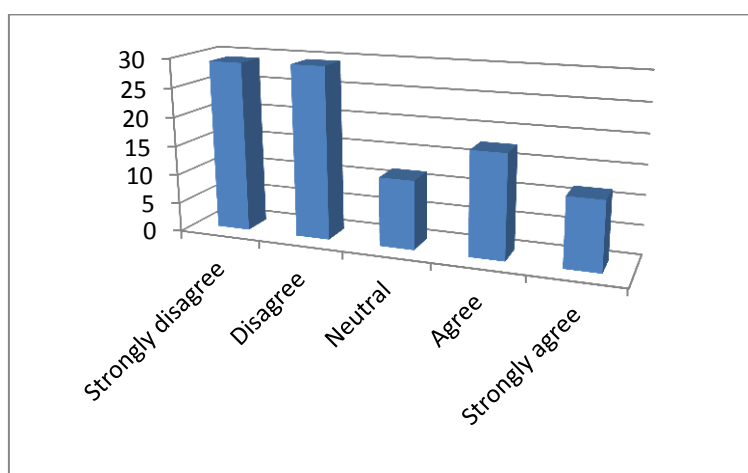
3.3 Analysis of the Results

The data collected from the questionnaire and the test scores will be analyzed using descriptive statistics and correlation analysis. Descriptive statistics will be used to present the data in tables and graphs and analyze it and summarize the participants' EFL enjoyment scores and test scores in a table. Correlation analysis will be used to examine the relationship between EFL enjoyment scores and test scores (academic achievement) by using Pearson's correlation coefficient

Item 1: I enjoy learning English

	N	%
Strongly disagree	5	29,41%
Disagree	5	29,41 %
Neutral	2	11,76%
Agree	3	17,65%
Strongly Agree	2	11,76%
Total	17	100%

Table 1: I enjoy learning English



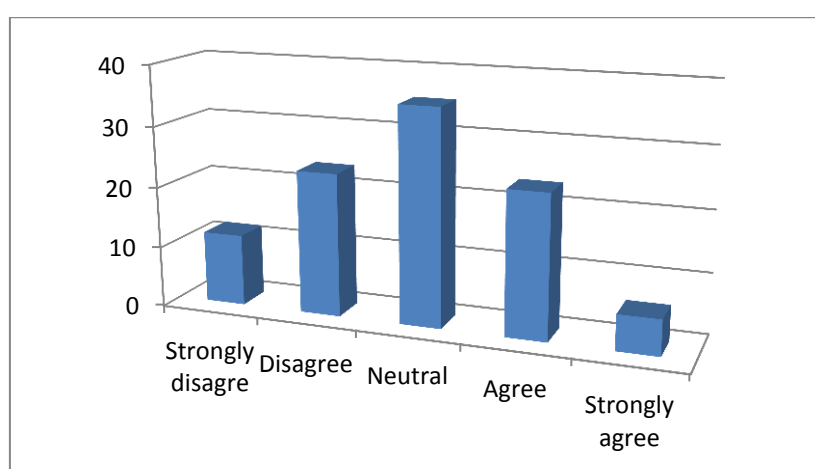
Graph 1: I enjoy learning English

According to this table, it appears that the largest percentage of respondents either disagree or strongly disagree (58,82%) that they enjoy learning English, while a smaller percentage agree or strongly agree (29,41%). This indicates that the majority of respondents may not find learning English an enjoyable experience.

Item 2: I look forward to English classes

	N	%
Strongly disagree	2	11,76%
Disagree	4	23,52%
Neutral	6	35,29%
Agree	4	23,52%
Strongly agree	1	05,88%
Total	17	100%

Table 2: I look forward to English classes



Graph 2: I look forward to English classes

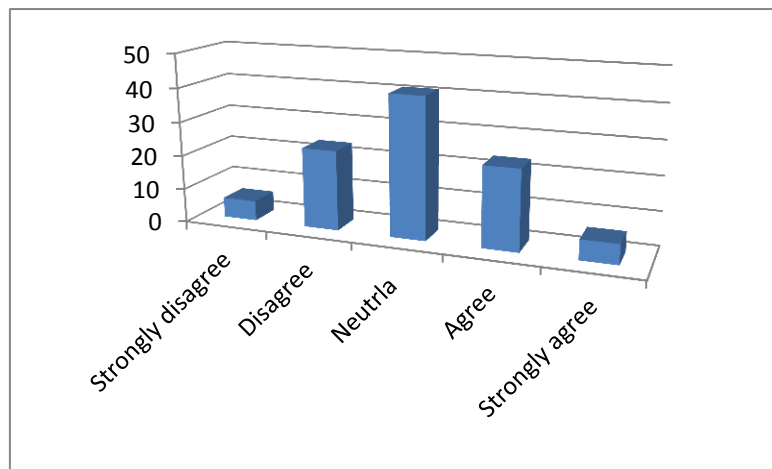
According to this table, it seems that the largest percentage of the participants disagree or strongly disagree (35,28%) with regard to looking forward to English language lessons, while a smaller percentage agree or strongly agree (29,40%). This indicates that the majority of the participants may not be looking forward to the English classes.

Item 3: I find learning English to be interesting

	N	%
Strongly disagree	1	05,88%
Disagree	4	23,52%
Neutral	7	41,18%
Agree	4	23,52%
Strongly agree	1	05,88%

Total	17	100%
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Table 3: I find learning English to be interesting



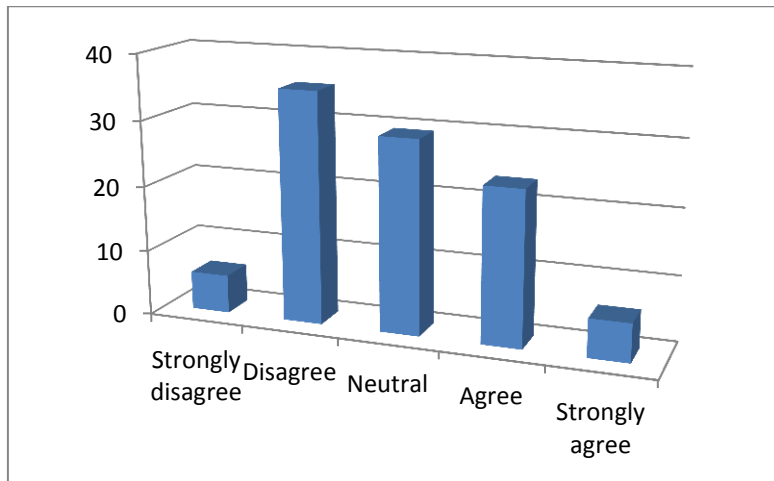
Graph 3: I find learning English to be interesting

According to this table, the percentage of respondents who strongly disagree or disagree (29,40%) appears to be equal to the percentage who agree or strongly agree (29,40%) about finding learning English interesting. This indicates an equal division in the opinions of the respondents and also that there is no clear consensus among them.

Item 4: I feel motivated when learning English

	N	%
Strongly disagree	1	05,88%
Disagree	6	35,29%
Neutral	5	29,41%
Agree	4	23,52%
Strongly agree	1	05,88%
Total	17	100%

Table 4: I feel motivated when learning English



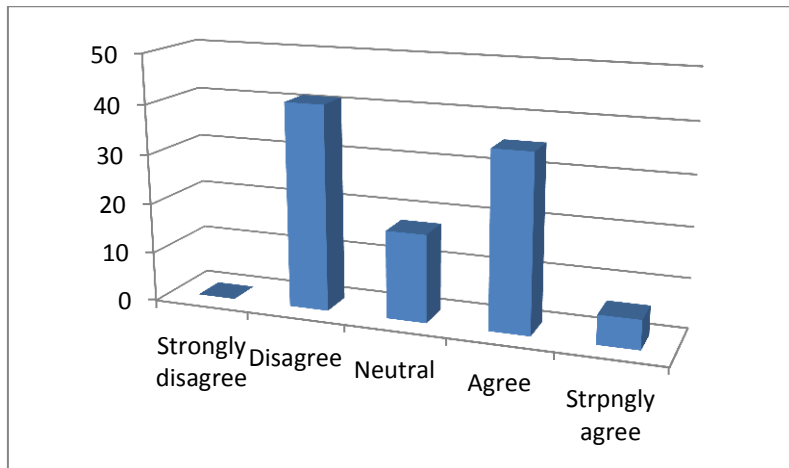
Graph 4: I feel motivated when learning English

According to this table, it appears that a larger percentage of respondents disagree or strongly disagree (41,17%) about feeling motivated when learning English, while a smaller percentage agree or strongly agree (29,41%). This indicates that the majority of respondents don't feel motivated when it comes to learning English.

Item 5: I feel engaged when learning English

	N	%
Strongly disagree	0	00,00%
Disagree	7	41,18%
Neutral	3	17,65%
Agree	6	35,29%
Strongly agree	1	05,88%
Total	17	100%

Table 5: I feel engaged when learning English



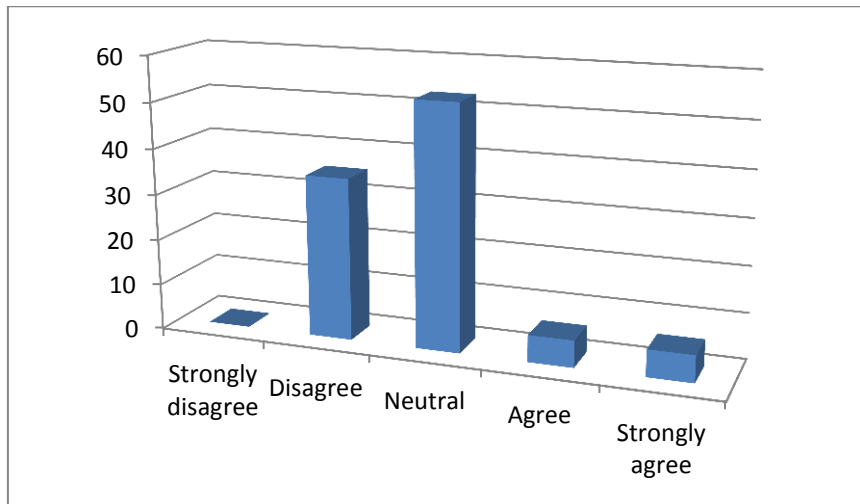
Graph 5: I feel engaged when learning English

According to this table, the percentage of respondents who disagree (41,18%) appears to be equal to the percentage who agree or strongly agree (41,18%) about feeling engaged when learning English. This indicates an equal division in the opinions of the respondents and also that there is no clear consensus among them.

Item 6: I feel challenged when learning English

	N	%
Strongly disagree	0	00,00%
Disagree	6	35,29%
Neutral	9	52,94%
Agree	1	05,88%
Strongly agree	1	05,88%
Total	17	100%

Table 6: I feel challenged when learning English



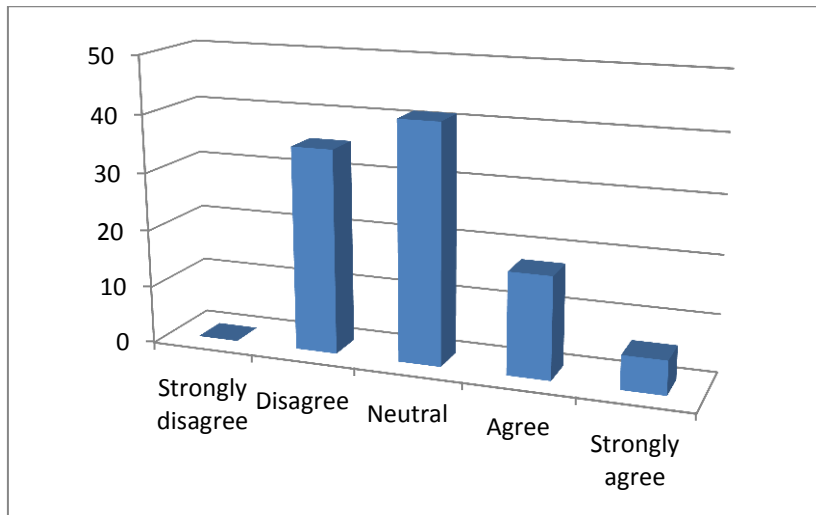
Graph 6: I feel challenged when learning English

According to this table, it appears that a larger percentage of respondents disagree (35,29%) about feeling challenged when learning English, while a smaller percentage agree or strongly agree (11,76%). This indicates that the majority of respondents may not find learning English particularly difficult.

Item 7: I feel confident in my ability to learn English

	N	%
Strongly disagree	0	00,00%
Disagree	6	35,29%
Neutral	7	41,18%
Agree	3	17,65%
Strongly agree	1	05,88%
Total	17	100%

Table 7: I feel confident in my ability to learn English



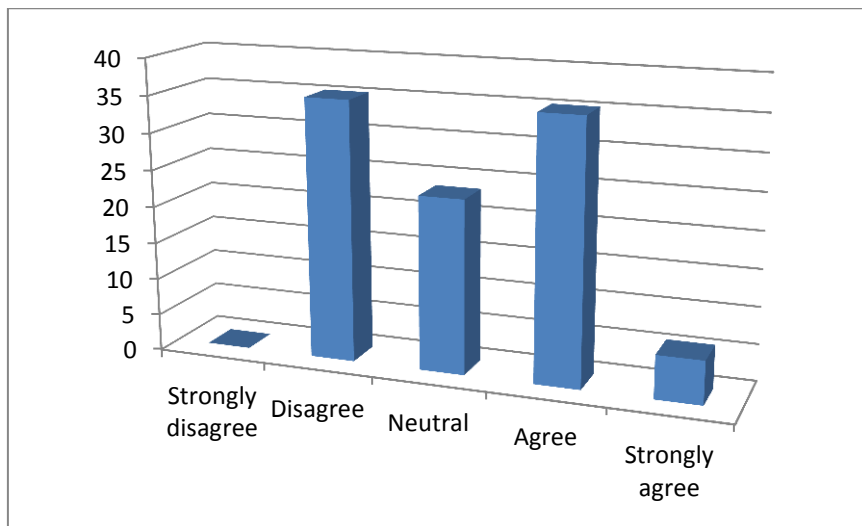
Graph 7: I feel confident in my ability to learn English

According to this table, it appears that a larger percentage of respondents disagree (35,29%) about feeling confident in their ability to learn English, while a smaller percentage agree or strongly agree (23,53%). This indicates that the majority of respondents may not feel confident in their abilities to learn English.

Item 8: I feel supported by my teacher in English class.

	N	%
Strongly disagree	0	00,00%
Disagree	6	35,29%
Neutral	4	23,52%
Agree	6	35,29%
Strongly agree	1	05,88%
Total	17	100%

Table 8: I feel supported by my teacher in English class



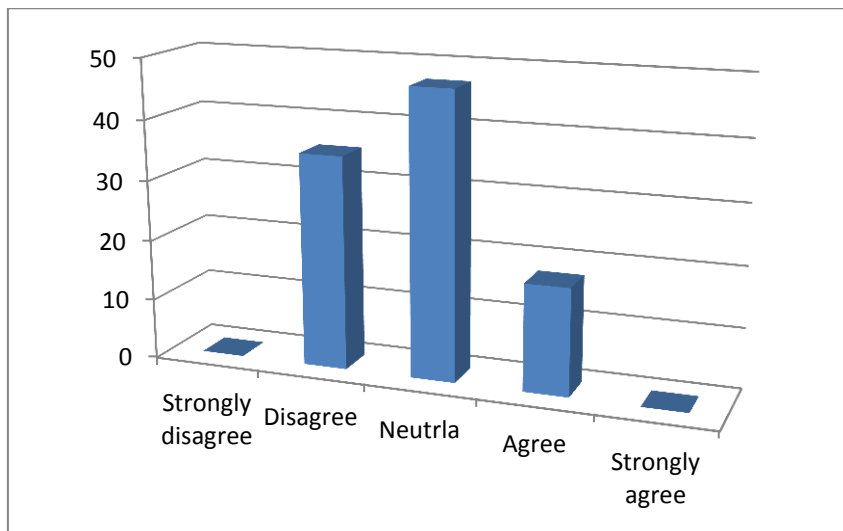
Graph 8: I feel supported by my teacher in English class

According to this table, it appears that a larger percentage of respondents agree or strongly agree (41,17%) about feeling supported by their teacher in the English class, while a smaller percentage disagree (35,29%). This indicates that the majority of respondents feel supported by the teacher.

Item 9: I feel supported by my classmates in English class

	N	%
Strongly disagree	0	00,00%
Disagree	6	35,29%
Neutral	8	47,06%
Agree	3	17,65%
Strongly agree	0	00,00%
Total	17	100%

Table 9: I feel supported by my classmates in my English class



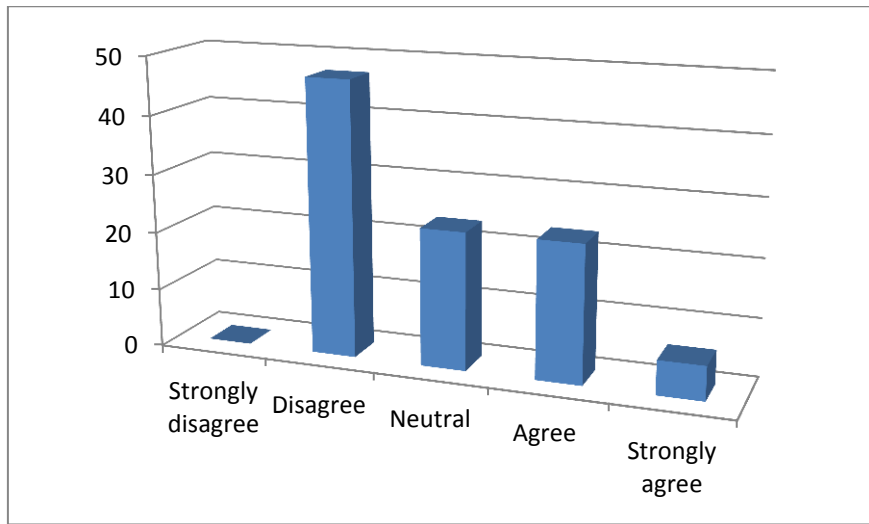
Graph 9: I feel supported by my classmates in English class

According to this table, it appears that a larger percentage of respondents disagree (35,29%) about feeling supported by their classmates, while a smaller percentage agree (17,65%). This indicates that the majority of respondents may not feel supported by their English classmates.

Item 10: I feel comfortable using English

	N	%
Strongly disagree	0	00,00%
Disagree	8	47,06%
Neutral	4	23,52%
Agree	4	23,52%
Strongly agree	1	05,88%
Total	17	100%

Table10: I feel comfortable using English



Graph 10: I feel comfortable using English

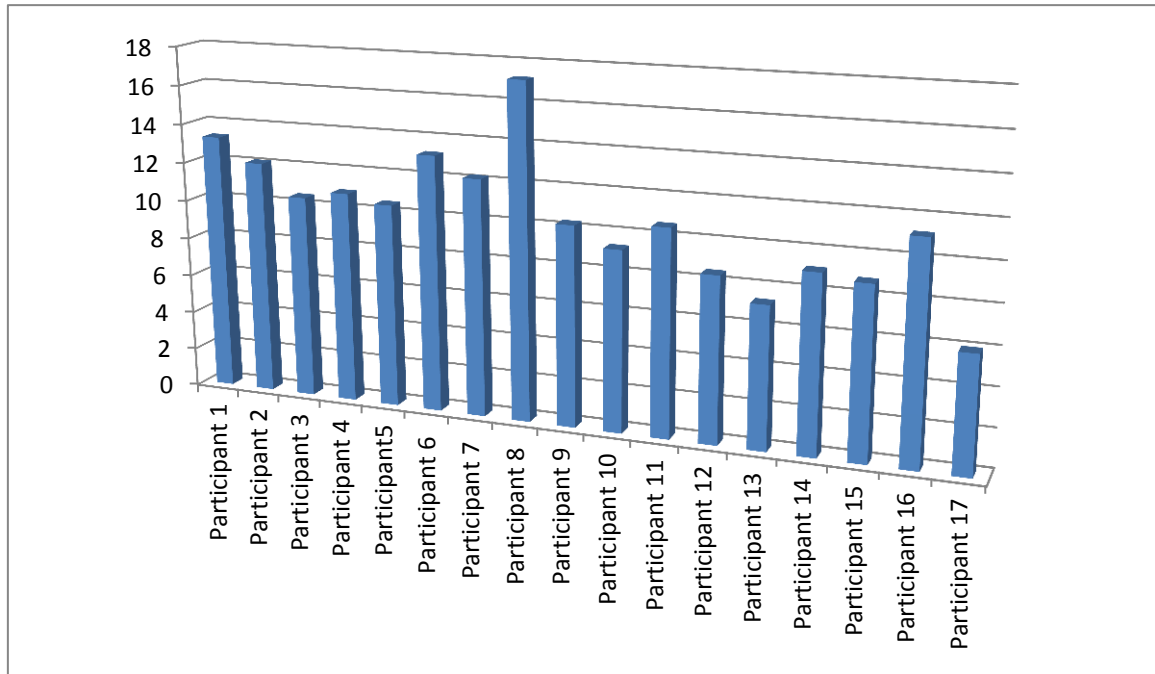
According to this table, it appears that a larger percentage of respondents disagree (47,06%) about feeling comfortable with the use of the English language , while a smaller percentage agree or strongly agree (29,40%). This indicates that the majority of respondents may not feel comfortable using the English language.

Test scores:

Participants	Test scores
Participant 1	13,30
Participant 2	12,10
Participant 3	10,50
Participant 4	10,90
Participant 5	10,50
Participant 6	13,20
Participant 7	12,20
Participant 8	17,20
Participant 9	10,30
Participant 10	9,30
Participant 11	10,60
Participant 12	08,50
Participant 13	07,30
Participant 14	09,10

Participant 15	08,80
Participant 16	11,20
Participant 17	06,00

Table 11: Participants' test scores



Graph 11: Participants' test scores

According to this table, the scores of the participants ranged from 6.0 to 17.2. These scores indicate a wide variance in academic performance among the participants, with some scoring relatively high while others scoring very low. Participants with the highest scores were Participant 1, 6, and 8 as these scored above 12, indicating a higher level of academic competence. On the other hand, Participant 10, 12, 13, 14, 15, and 17 scored scores below 10, which may indicate poor academic performance. The rest of the participants scored scores between 10 and 12, which indicates an average academic level. In general, the table shows that there is a significant difference in academic performance among the participants, which may be due to several factors.

This table represents each participant's average EFL enjoyment scores (which calculated by averaging scores from the 10 Likert scale items) and their test scores.

Participants	Enjoyment scores	Test scores
Participant 1	2,7	13,30
Participant 2	1,8	12,10
Participant 3	1,4	10,50
Participant 4	1,2	10,90
Participant 5	0,4	10,50
Participant 6	3,1	13,20
Participant 7	2,1	12,20
Participant 8	3,9	17,20
Participant 9	0,8	10,30
Participant 10	0,3	9,30
Participant 11	1,1	10,60
Participant 12	1,9	08,50
Participant 13	1,8	07,30
Participant 14	0,8	09,10
Participant 15	1,7	08,80
Participant 16	1,1	11,20
Participant 17	1,6	06,00

Table 12: Participants' enjoyment scores and test scores.

Means, Standard Deviations and Covariance of the two variables:

Table 13: Enjoyment scores:

Mean	1,63
Standard Deviation	14,2753

Table 14: Test scores

Mean	10,64
Standard Deviation	105,38

Table 15: Covariance of enjoyment scores and test scores

Covariance	24,59
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Pearson correlation coefficient between enjoyment scores and test scores (which was calculated as follows: covariance of enjoyment scores and test scores divide square root of (standard deviation of enjoyment scores multiply standard deviation of test scores) is **0,63**

4. Discussion of the Results

According to these results, the participants seem to have mixed feelings about learning English. Although the majority of them disagree or strongly disagree that they enjoy learning English (58.82%), look forward to English classes (35.29%), find learning English interesting (29.40%), feel motivated when learning English (41.17%), and feel engaged when learning English (41.18% disagree or strongly disagree), there are still some who agree or strongly agree with these statements. However, participants generally feel challenged when learning English, lack confidence in their ability to learn English (35.29% disagree), and do not feel comfortable using English (47,06% disagree). In terms of support, participants generally feel supported by their teacher in English class (41,17% agree or strongly agree), but not by their classmates (35,29% disagree). In addition, the results demonstrate the data of enjoyment scores and test scores for 17 participants. The mean of enjoyment score was 1,63 with a standard deviation of 14,28, while the mean of test score was 10.64 with a standard deviation of 105.3892. The covariance in enjoyment scores and test scores was 24.59. Based on these results, the Pearson correlation coefficient between enjoyment scores and test scores was calculated as 0.63, indicating a strong positive correlation between EFL enjoyment and Academic achievement.

In summary, the results reveal a complex set of attitudes and experiences among the participants regarding learning English. While there is a diversity of opinions, the strong positive correlation between enjoyment scores and test scores suggests that increased

enjoyment of the language is associated with higher academic achievement in English as a foreign language.

Comparison of Correlation results with a Literature Review of EFL Enjoyment.

The calculated Pearson correlation coefficient of 0.63 between EFL enjoyment scores and test scores suggests a strong positive correlation between the two variables. This finding is consistent with prior studies in the literature review, which have demonstrated a strong positive correlation between EFL enjoyment and academic achievement. This positive correlation confirms our hypothesis and indicates that students who enjoy learning EFL are more likely to perform better on tests, while those who don't enjoy learning the language may have difficulty achieving higher scores.

Conclusion

In conclusion, the results indicate a mixed range of feelings and attitudes among the participants towards learning English. While the majorities express a lack of enjoyment, anticipation, and interest in English classes, there are still some who hold positive views. Participants generally feel challenged, lack confidence, and do not feel comfortable using English. Although they feel supported by their teacher, support from classmates seems to be lacking. Notably, there is a strong positive correlation between enjoyment of learning English and academic achievement, suggesting that increased enjoyment is linked to higher test scores. These findings highlight the importance of addressing challenges, building confidence, and fostering a supportive learning environment to enhance participants' overall experience and language proficiency.

General Conclusion:

The present research aimed to investigate whether there is a correlation between the EFL enjoyment and academic achievement among third-year students at Aissa Hamitouch Secondary School. The study also aimed to identify strategies that can increase students' EFL enjoyment. The researcher hypothesized a positive relationship between EFL enjoyment and academic achievement, and they used correlation analysis to confirm this hypothesis.

The study consists of three chapters that review literature on EFL enjoyment, academic achievement, and applied research that analyzed data obtained from a questionnaire and test scores of third-year students in the foreign language branch. The study found a strong positive relationship between EFL enjoyment and academic achievement, indicating the importance of promoting EFL enjoyment in language classes to enhance academic outcomes. The study contributes to the understanding of the relationship between EFL enjoyment and academic achievement.

Recommendations

- 1 Teachers should provide opportunities for students to collaborate and share their opinions.
- 2 Teachers should encourage EFL enjoyment among their students by using engaging and interactive teaching methods.
- 3 Teachers should provide opportunities for students to use their EFL skills outside the classroom.
- 4 Teachers should focus on promoting EFL enjoyment in the classroom as it has a positive impact on academic achievement.

5 Teachers should focus on creating a positive classroom environment that promotes EFL enjoyment.

6 Teachers should include stimulating materials and activities in their lessons and create a welcoming and supportive classroom culture.

7 Teachers should incorporate activities that foster student engagement and motivation.

Limitations of the Study

This study has several limitations that should be considered. First, the sample size is limited to 3rd-year students in the foreign languages branch at Aissa Hamitouch Secondary School. Second, the study is conducted in one school, which may limit the generalizability of the results. Finally, the time allotted for the study is not enough to cover all the components that need to be addressed.

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Appendices

Students’ questionnaire

Please, tick (v) the appropriate answer:

Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I enjoy learning					

English.					
I look forward to English classes.					
I find learning English to be interesting.					
I feel motivated when learning English.					
I feel engaged when learning English.					
I feel challenged when learning English.					
I feel confident in my ability to learn English.					
I feel supported by my teacher in English class.					
I feel supported by my classmates in English class.					
I feel comfortable using English.					

Thank you for your collaboration

ملخص الدراسة

تهدف الدراسة الحالية إلى معرفة ما إذا كان هناك ارتباط بين الاستمتاع باللغة الإنجليزية كلغة أجنبية والتحصيل الأكاديمي. في بداية بحثنا افترضنا أن هناك علاقة إيجابية بين المتغيرين ، ولتأكيد هذه الفرضية استخدمنا طريقة الارتباط لأنها الأنسب للتعامل مع هذا الموضوع. تتمثل الأهداف الرئيسية لهذه الدراسة في توضيح العلاقة بين الاستمتاع باللغة الإنجليزية كلغة أجنبية و التحصيل الأكاديمي، وتوعية المعلمين بأهمية الاستمتاع باللغة الإنجليزية كلغة أجنبية، وزيادة استمتاع الطلاب باللغة الإنجليزية كلغة أجنبية في الفصل الدراسي. أما الأدوات المستخدمة للوصول إلى تلك الأهداف فهي استبيانات ودرجات اختبار. تتكون الدراسة الحالية من ثلاثة فصول. يستعرض الفصل الأول الأدبيات المتعلقة بالاستمتاع باللغة الإنجليزية كلغة أجنبية ويحدد العوامل التي تشكله وتساهم فيه ، بالإضافة إلى العوامل التي يمكن أن تؤثر عليه. علاوة على ذلك ، يحدد هذا الفصل الاستراتيجيات التي يمكن استخدامها لزيادة الاستمتاع باللغة الإنجليزية كلغة أجنبية ، والعلاقة بين الاستمتاع بالإنجليزية والإنجاز الأكاديمي. يستعرض الفصل الثاني الأدبيات حول التحصيل الدراسي ويحدد العوامل التي يمكن أن تتنبأ به وتؤثر عليه. أما الفصل الثالث فقد كان عبارة عن جزء تطبيقي مخصص لتحليل البيانات التي تم الحصول عليها من الاستبيان الذي تم توجيهه لعينة من 17 طالباً في السنة الثالثة بفرع اللغات الأجنبية بمدرسة عيسى حميطوش الثانوية لقياس مستويات استمتاعهم باللغة الإنجليزية كلغة أجنبية. هذا الفصل مخصص أيضاً لاستخدام وتحليل درجات اختبار الطلاب التي تم الحصول عليها من معلمهم لقياس تحصيلهم الأكاديمي من أجل حساب معامل ارتباط بيرسون بين المتغيرين لمعرفة ما إذا كان هناك ارتباط بينهما. وجدت الدراسة الحالية أن هناك علاقة إيجابية قوية بين الاستمتاع باللغة الإنجليزية كلغة أجنبية والتحصيل الدراسي ، مما يؤكد الفرضية. تشير هذه النتائج إلى أن تعزيز الاستمتاع باللغة الإنجليزية كلغة أجنبية في فصول اللغة يمكن أن يؤدي إلى نتائج أكاديمية أفضل. وفقاً للنتائج ، يبدو أن هناك عوامل أخرى تؤثر على الاستمتاع ، و التي هي أسلوب المعلم في التدريس ، وبيئة التعلم ، وتحفيز الطلاب ، ومعرفة الطلاب المسبقة باللغة. يمكن أن يوفر التحقيق في هذه العوامل رؤى قيمة في تعزيز وزيادة الاستمتاع في فصول اللغة الإنجليزية كلغة أجنبية ، مما يؤدي في النهاية إلى تعزيز التحصيل الأكاديمي للطلاب.

Résumé

La présente étude vise à déterminer s'il existe une corrélation entre le plaisir de l'LLÉ et la réussite scolaire. Au début de notre recherche, nous avons émis l'hypothèse qu'il existe une relation positive entre les deux variables, et pour confirmer cette hypothèse, nous avons utilisé la méthode de corrélation car c'est la plus appropriée pour traiter ce sujet. Les principaux objectifs de cette étude sont de clarifier la relation entre le plaisir LLE et la réussite scolaire, de sensibiliser les enseignants à l'importance du plaisir LLE et d'augmenter le plaisir LLE des élèves en classe. Quant aux outils utilisés pour atteindre ces objectifs, ce sont les questionnaires et les résultats des tests. La présente étude se compose de trois chapitres. Le premier chapitre passe en revue la littérature sur le plaisir LLE et identifie les facteurs qui le façonnent et y contribuent, ainsi que ceux qui peuvent l'influencer. De plus, ce chapitre identifie les stratégies qui peuvent être utilisées pour augmenter le plaisir de l'LLÉ et la relation entre le plaisir de l'LLÉ et la réussite scolaire. Le deuxième chapitre passe en revue la littérature sur la réussite scolaire et identifie les facteurs qui peuvent la prédire et l'influencer. Quant au troisième chapitre, il s'agissait d'une partie appliquée consacrée à l'analyse des données obtenues à partir du questionnaire qui s'adressait à un échantillon de 17 élèves de troisième année de la branche langues étrangères de l'école secondaire Aissa Hamitouch afin de mesurer leurs niveaux d'LLÉ plaisir. Ce chapitre est également consacré à l'utilisation et à l'analyse des résultats des tests des élèves obtenus auprès de leur enseignant pour mesurer leur réussite scolaire afin de calculer le coefficient de corrélation de Pearson entre les deux variables pour voir s'il existe une corrélation entre elles. La présente étude a révélé qu'il existe une forte relation positive entre le plaisir LLE et la réussite scolaire, ce qui confirme l'hypothèse. Ces résultats indiquent que l'amélioration du plaisir LLE dans les cours de langue peut conduire à de meilleurs résultats scolaires. Selon les résultats, il semble qu'il existe d'autres facteurs affectant le plaisir, qui sont le style d'enseignement de l'enseignant, l'environnement d'apprentissage, la motivation des élèves et la connaissance préalable de la

langue des élèves. L'étude de ces facteurs peut fournir des informations précieuses sur la promotion et la maximisation du plaisir dans les salles de classe LLE, améliorant ainsi la réussite scolaire des élèves.