

# Enjoyment and Anxiety in a Hybrid Learning Classroom

## Emotions in Language Learning

### Up to now

The study of emotions in SLA has focused on the role of **emotions as limiting factors**, primarily the negative impact of Foreign Language Classroom Anxiety, rather than on the enabling power of more positive emotions, such as joy and pride (Imai, 2010).

### Moving forward

Interest in the impact of **positive emotions** on language learning has been on the rise since introduction of **positive psychology** to SLA.

MacIntyre and Mercer's (2014)

This follows broader movement in psychology towards the study of **factors that allow people to flourish** (Seligman, 2011).

## Positive Emotions

### Benefits

- enhance learners' abilities to notice language input (Dewaele & Dewaele, 2017)
- Allow for a better understanding of the L2 (Dewaele et al., 2017)
- encourage learners to take risks, explore, and play;
- help to build social bonds
- increase cohesion between class members (Dewaele & Dewaele, 2017)

## Foreign Language Enjoyment

**Enjoyment** in the foreign language classroom has received considerable interest

### Linked to positive outcomes

- willingness to communicate (Dewaele, 2019)
- increased motivation (Saito et al., 2018)
- language development (Saito et al., 2018)
- level of L2 proficiency (Dewaele & MacIntyre, 2014)
- attitude towards L2 (Dewaele et al., 2017)
- demographic variables such as age, gender, and multilingualism (Botes et al., 2022)

## Mixed Methods:

Quantitative Data:

- Foreign Language Enjoyment Scale
- Foreign Language Classroom Anxiety Scale
- Learners' attitude towards English
- Self-perceived level of English proficiency

Qualitative Data:

- Two open-ended questions:
  - 1) *In as much detail as you can, write about an enjoyable learning experience in your English Communication class, and how you felt about it.*
  - 2) *In as much detail as you can, write about an anxious learning experience in your English Communication class, and how you felt about it.*

## Emotions in ERT

Resnik and Dewaele (2021)

**Less emotion** in **online** classes:

a "dulling effect.:", "disembodied classes have less emotional resonance" (Resnik & Dewaele, 2021, p. 21).

Stronger emotions in the classroom:

More enjoyment but also, more anxiety

### This study

- 1) Examine Foreign Language Enjoyment and Foreign Language Classroom Anxiety in a **post-ERT Hybrid Learning Environment**;
- 2) Investigate changes in emotions as remote teaching becomes more established

## Hybrid Learning Environment (HLE)

- private university, focus on STEM education
- compulsory communicative English courses for all first- and second-year students.
- Two 90-minute face-to-face classes per week.
- Pre-pandemic: 100% classroom based

Following an initial period of fully online ERT, an **HLE system** was developed

- Combines online and socially distanced face-to-face classes.
- class sizes halved, from 30 to 15, and
- the two class periods split
- one socially distanced face-to-face class
- one asynchronous class students completed online within a one-week timeframe.

### Learners

493 Japanese university EFL learners enrolled in this HLE system of classes in 2021  
STEM majors, CEFR A2 and B1 levels

compared with:

598 learners enrolled in face-to-face classes in 2019 at the same university

## Takeaways:

Emotions in socially distanced classrooms may be **comparable to pre-pandemic levels**

Communicative English classes may have **renewed significance as a social space** for learners following periods of emergency remote teaching

Hybrid communicative English courses can **mitigate the loss of emotional resonance** experienced by learners in online only language classrooms

## Implications for Teaching

- Importance of having students interact with each other, even if it is for short durations in a socially distanced manner.
- Dulling effects on learners' emotional responses can be reduced by the inclusion of even a small amount of in-person interaction in a well-planned hybrid environment.
- Any form of social interaction teachers can create between learners can be seen as a positive which may to increase the emotional content of the learning process.
- Consider means of providing learners with more personal positive experiences such as feelings of success, achievement, or authentic language use regardless of the mode of instruction.
- These experiences can help to increase learners' feelings of enjoyment, which in turn can lead to more favourable attitudes and greater willingness to communicate.

## Questionnaire Results:

The learners in this study: reported more enjoyment than anxiety

those with more favorable attitudes toward English, expressed greater enjoyment

those who felt they were not as proficient as their peers expressed more anxiety

## Sources of Enjoyable experience:

- Specific Classroom Activities
- Social Interaction
- Mastery / Improvement of English Skills
- Learner Agency
- Teacher Skills / Teacher Recognition
- Authentic Use of English
- Classroom Atmosphere

## Sources of Anxious experiences:

- Speaking
- Social Interaction
- Grammar/Accuracy
- Lack of knowledge/English skill
- Specific Activities

### Overall

levels of emotions were similar to learners in face-to-face classes before the pandemic.

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Works Cited



Contact Information

