

Foreign Language Enjoyment and Anxiety: The Effect of Teacher and Learner Variables

Dewaele, Jean-Marc
Birkbeck College, University of London

Witney, John
Westminster School, London

Saito, Kazuya
Birkbeck College, University of London

Dewaele, Livia
Worcester College, University of Oxford

Abstract

Positive psychology has boosted interest in the positive as well as the negative emotions that Foreign Language learners experience. The present study examines whether -and to what extent- foreign language enjoyment (FLE) and FL classroom anxiety (FLCA) are linked to a range of learner-internal variables and teacher/classroom-specific variables within one specific educational context. Participants were 189 British high school students learning various FLs. Levels of FLE were linked to higher scores on attitudes towards the FL, the FL teacher, FL use in class, proportion of time spent on speaking, relative standing and stage of development. Lower levels FLCA were linked to higher scores on attitudes towards the FL, relative standing and stage of development. FLCA thus seems less related to teacher and teacher practices than FLE. The pedagogical implication is that teachers should strive to boost FLE rather than worry too much about students' FLCA.