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**The Relationship between EFL Learners' Engagement and Their Achievement
Emotions at University of Zawia**

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of
Master of Arts in Applied Linguistics

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Abstract

This mixed-methods study assessed the potential association between Libyan learners' L2 engagement and their achievement emotions at University of Zawia. The study also examined how achievement emotions could predict the cognitive, behavioral, and emotional engagement of the participants. Additionally, this research focused on the participants' subjective perceptions concerning the role of negative and positive achievement motions in shaping Libyan learners' L2 engagement. In doing so, a total of 332 English major learners were recruited from two colleges at University of Zawia. Following that, the quantitative and qualitative data were gleaned via two validated scales and a semi-structured interview, respectively. The quantitative data were analyzed using Jamovi 2.6.44 software. Correlational analyses uncovered significant associations between achievement emotions and the L2 engagement components. Regression analyses further highlighted the strong role of achievement emotions in predicting learners' L2 engagement. It showed that positive emotions (pride, hope, enjoyment) enhanced engagement, whereas negative emotions (boredom, anxiety, shame, anger, hopelessness) reduced it, highlighting the dual role of achievement emotions. Qualitative findings confirmed these results, with participants reporting that their emotions strongly influenced their attention, effort, and participation in class. Additionally, teachers' feedback, encouragement, as well as learners' personal traits, peer support, and classroom physical environmental conditions, were identified as important factors shaping engagement. Moreover, the findings derived from thematic analysis illuminated that participants viewed achievement emotions as key factors affecting learners' L2 engagement. The outcomes of this inquiry offer valuable insights for language teachers, policymakers, and curriculum designers aiming to promote EFL learners' engagement in L2 classrooms.

Declaration

I hereby declare that I am the sole author of this dissertation entitled "**The Relationship between EFL Learners' Engagement and Their Achievement Emotions at University of Zawia**" and that no part has been plagiarized. I also declare that all the material submitted in this work which is not my own work has been identified with proper citation and referencing; and that no material is included which has been submitted for any other qualification of other subjects or courses.

Signature.....

Date:

Dedication

I dedicate this work to my husband, my lovely daughter, my parents and siblings.

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My great thanks are due to the Almighty Allah, who creates human beings and bestows them with the ability to acquire knowledge.

In addition, I would like to thank my supervisor, Dr. Naema Alkhaboli, for being a great mentor. Dr. Naema provided me with constructive comments, which have immensely helped in shaping the direction of my research, and I am sincerely grateful for her unwavering support and encouragement.

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List of Abbreviations

AEQ	Academic Emotions Questionnaire
CFA	Confirmatory Factor Analysis
CFI	The Comparative Fit Index
CVT	Control-Value Theory
EFL	English as a Foreign Language
EL	English Language
ESD	Explanatory Sequential Design
FL	Foreign Language
FLC	Foreign Language Classroom
HTMT	The Heterotrait-Monotrait ratio of correlations
L2	Second Language
LCES	Language Classroom Engagement Scale
MRA	Multiple Regression Analysis
RMSEA	The Root Mean Square Error of Approximation
SEM	Structural Equation Modelling
SLA	Second Language Acquisition
TLI	The Tucker–Lewis Index

Chapter One

Introduction

1.0 Introduction

This chapter provides the foundation for the present study by presenting the background of the study, and key concepts that underpin the research. Following this, the chapter identifies the research problem and highlights gaps in the existing literature. The aims and research questions of the study are then presented. Finally, the significance of the study, methodology of the study, and the organization of the chapters are outlined.

1.1 Background of the Study

Learner engagement has been widely recognized as a crucial component of successful language learning experiences (Mercer, 2019; Zhou et al., 2023). That is, effective learning cannot truly occur without active learner participation (Derakhshan, 2022; Lin & Wang, 2024). This is why this concept holds significant importance for educators and administrators across all educational environments, particularly in second and foreign language (L2) classrooms (Dewaele & Li, 2021). The notion of learner engagement broadly refers to learners' active membership and participation in school or other educational environments (Fredricks et al., 2016). In the context of L2 education domain, this notion pertains to "the amount (quantity) and type (quality) of learners' active participation and involvement in a language learning task or activity" (Hiver et al., 2024, p. 2). As put by Zhou et al. (2021), L2 learners' engagement can be manifested through their behavioral, cognitive, and emotional participation in language classrooms. Accordingly, engaged L2 learners are those who are behaviorally, cognitively, and emotionally involved in language learning tasks and activities.

Earlier language studies (Carver et al., 2021; Khajavy, 2021) have shown that L2 learners' attainments and course grades greatly depend on their engagement levels. This

means that L2 learners' behavioral, emotional, and cognitive engagement can make remarkable changes in their academic outcomes (Hiver et al., 2024). The far-reaching impact of L2 engagement on learners' language achievements has made it a focal point in language research. That is, a growing body of language studies have concentrated on this notion and its predictors in L2 educational contexts. While significant advances have been made in understanding the predictors of L2 engagement, the majority of studies have exclusively focused on the predictive role of environmental and interpersonal factors in this construct (Cheng & Liu, 2022; Derakhshan, 2022; Liu et al., 2023). This indicates that the predictive role of intrapersonal factors, such as personal thoughts, beliefs, and emotions, has been largely overlooked in the existing research (Derakhshan & Fathi, 2023; Derakhshan & Noughabi, 2024; Liang et al., 2023; Tsang & Dewaele, 2023). To address this gap and shed more light on the role of learners' intrapersonal factors in their L2 engagement, this study seeks to identify the role of achievement emotions as potential determinants of L2 engagement.

Achievement emotions, according to Pekrun (2006), are "habitual, recurring emotions typically experienced by an individual in relation to achievement activities and outcomes" (p. 317). These include both positive feelings like pride, enjoyment, and hope and negative feelings such as boredom, hopelessness, anger, anxiety, and shame learners experience in response to academic success or failure. In his 'Control-Value Theory' (CVT), Pekrun suggests that there is a linkage between achievement emotions and student engagement. He maintained that the negative and positive feelings that students experience as a result of their control-value appraisals play a critical role in their classroom engagement (Pekrun, 2006, 2019). Positive achievement emotions, as implied by the CVT, can foster students' participation in academic contexts. On the other hand, negative achievement emotions can hinder students' academic engagement, leading them to lower levels of classroom involvement (Pekrun & Linnenbrink-Garcia, 2012).

In conclusion, learner engagement constitutes a fundamental aspect of language learning, and achievement emotions represent a significant factor influencing this engagement. Although prior research has predominantly emphasized external and interpersonal determinants, the impact of learners' emotions—both positive and negative—remains insufficiently examined, particularly within the Libyan English as a Foreign Language (EFL) context. The present study seeks to address this gap by investigating the relationship between achievement emotions and learner engagement.

1.2 Statement of the Problem

Studies have shown that students' emotions and engagement in classroom activities significantly affect their success, enthusiasm, and achievement (Hiver et al., 2024). Achievement emotions (both positive and negative) are considered important as they predict students' motivation, participation, and achievement, and play a crucial role in their learning process (Pekrun, 2006; Pekrun & Perry, 2014).

Building on the core premise of CVT, which posits a reciprocal relationship between achievement emotions and student engagement, some language researchers have explored the connection between learners' L2 engagement and their achievement emotions. However, a review of the existing literature reveals that most researchers have primarily examined the interplay between positive achievement emotions and L2 engagement (Derakhshan & Fathi, 2023; Derakhshan & Yin, 2024; Liang et al., 2023). That is, the interaction between negative achievement emotions and L2 engagement has received comparatively little attention (Shakki, 2023; Tsang & Dewaele, 2023; Xie, 2021).

To bridge the highlighted gap, the current study intends to evaluate the role of both positive and negative achievement emotions in L2 learners' engagement from the perspective of Libyan EFL learners. To the researcher's knowledge, the role of achievement emotions in shaping learners' engagement in the Libyan context has not been discussed to date. Therefore,

investigating the relationship between students' achievement emotions and their academic engagement in the context of the EFL classroom in Libya could be a relevant and timely research problem to address that could provide insights into how Libyan learners' achievement emotions and engagement are influenced by their unique cultural and educational experiences.

1.3 Aims of the Study

The aims of the present study are:

1. to examine the possible relation between students' achievement emotions and their engagement in the Libyan EFL setting.
2. to examine the possible predictive power of achievement emotions on classroom engagement.
3. to explore students' perspective on the relationship between their achievement emotions and L2 engagement.

1.4 Research Questions

By adopting a mixed-methods approach, the study strives to offer reasonable answers to the following research questions:

- 1- Is there any significant association between Libyan EFL learners' achievement emotions and their cognitive, behavioral, and emotional engagement?
- 2- To what extent, if any, do Libyan EFL learners' achievement emotions predict their cognitive, behavioral, and emotional engagement?
- 3- How do Libyan EFL learners perceive the interplay between their achievement emotions and their L2 engagement?

1.5 Significance of the Study

To the researcher's knowledge, there has never been a study that has investigated the relationship between learners' achievement emotions and classroom engagement in the Libyan context. The main significance of this study lies in its aim to provide insights for educators into the role of emotions in students' classroom engagement, in order to help them keep learners engaged and focused on their learning in the face of a myriad of distractions. What many teachers witness in their daily classrooms is closely related to learner attention and engagement (Hiver et al., 2024).

Studying engagement brings together teaching and learning perspectives, and for this reason it can help to identify the classroom and instructional conditions that shape student outcomes and build meaningful involvement and participation (Fredricks et al., 2004). The significance of engagement was highlighted as the bridge connecting teaching and learning, without which meaningful learning is unlikely to occur (Hiver et al., 2024). Engagement, as a result of personal factors such as emotions, is also critical in understanding achievements (Oga-Baldwin, 2019).

Given the research gap and the significance of the concept of engagement, the present study aimed to investigate the relationships between achievement emotions and engagement, and to explore students' perspective on the intersection between achievement emotions and their L2 engagement. The findings may narrow the research gap in the field by providing original insights into the complex relationship between achievement emotion and classroom engagement in the Libyan context. A better understanding of the relationship could provide implications for a more accurate intervention to improve learners' engagement and thus FL learning achievement.

1.6 Methodology of the Study

This study adopted a mixed-methods explanatory sequential design to investigate the relationship between Libyan EFL learners' achievement emotions and their engagement in L2 classrooms. The research was conducted in two phases, beginning with a quantitative phase followed by a qualitative phase to provide deeper explanation of the quantitative findings. In the first phase, data were collected from 332 English major undergraduate students at two colleges of University of Zawia using two validated questionnaires: the Academic Emotions Questionnaire–Foreign Language Classroom (AEQ-FLC) and the Language Classroom Engagement Scale (LCES).

The quantitative data were analyzed to examine correlations and predictive relationships between achievement emotions and cognitive, behavioral, and emotional engagement. In the second phase, semi-structured interviews were conducted with nine volunteer participants to explore learners' subjective perceptions of how positive and negative achievement emotions shape their engagement in L2 learning contexts. The integration of quantitative and qualitative methods enabled a comprehensive understanding of both the measurable patterns and the lived emotional experiences underlying learner engagement.

1.7 Organization of the Study

This study is comprised of five chapters. Following the present introductory chapter, Chapter Two is devoted to reviewing the existing literature on achievement emotions and engagement in language classes. Chapter Three describes the methodological considerations of the study. This chapter also provides detailed information about the study design, the research sites, sampling and participants, methods and tool of data collection, data analysis, the pilot study and the role of the researcher of the study. The chapter concludes by explaining the ethical considerations involved in the study. The results and discussion of the present research are presented in Chapters Four and Five. Chapter Four presents the quantitative and

qualitative findings of this study. Chapter Five discusses the results obtained from the questionnaires and the semi-structured interviews. The chapter concludes by discussing the limitations of the study along with identifying areas for future research.

Chapter Two

Literature Review

2.0 Introduction

This chapter reviews the theoretical and empirical literature relevant to the relationship between learners' achievement emotions and their engagement in second language (L2) learning. It begins by clarifying the concept of emotion and highlighting its significance in educational and language learning contexts. The chapter then introduces Control-Value Theory (CVT) as the main theoretical framework underpinning the present study, explaining how learners' perceptions of control and value shape their emotional experiences and academic behaviors.

Following this, the concept of achievement emotions is examined, including their definition, classification, and distinguishing characteristics. Both positive and negative achievement emotions are discussed in detail, with particular attention to emotions such as enjoyment, pride, hope, anxiety, shame, anger, boredom, and hopelessness, and their documented effects on learning and academic outcomes.

The chapter then shifts focus to learner engagement in L2 contexts by defining the construct, clarifying its distinction from motivation, and outlining its different levels and dimensions. In addition, the role of contextual factors influencing engagement—such as teacher behavior, praise and feedback, teaching style, peer relationships, and the physical classroom environment—is reviewed.

Finally, the chapter examines the relationship between learner engagement and language learning achievement and reviews empirical studies investigating the role of both positive and negative emotions in shaping learner engagement. By identifying consistent findings and existing gaps in the literature, particularly the limited focus on negative emotions and under-researched contexts, this chapter provides the conceptual and empirical foundation

for the present study, which investigates the influence of achievement emotions on L2 engagement among Libyan learners.

2.1 What is an Emotion?

It is not surprising that a psychological construct such as emotion has almost as many definitions as it has researchers. Indeed, Izard (2010) reported “no consensus on a definition of emotion” (p. 363) among 34 scientists, noting that the term is used in ways that reflect differing meanings and functions.

Although there is no agreement among researchers on a single definition of emotions (Izard, 2010), Pekrun’s (2006) framework has received increased attention in educational research. According to Pekrun (2006), emotions are defined as a set of processes that affect psychological and physiological subsystems. Emotions are considered key predictors of student engagement (Fredricks et al., 2004; Pekrun, 2006; Pekrun et al., 2009). Arnold (2011) argues that students who experience negative emotions, such as fear or anxiety, may be less active and less successful than their peers who experience positive emotions. Emotions also play a crucial role in learners’ decisions to study a foreign language and to persist in classroom tasks (Mendez Lopez, 2011). Various emotions are experienced in learning and they powerfully influence students’ engagement, interest and motivation (Lopez, 2009). Emotions are results of the evaluation that students make of specific states (Pekrun et al., 2017). These evaluations are influenced by previous experience, context and by personal aims (Pekrun et al., 2017). These factors in one emotional event during learning may mean differently for different students and have varied effects on their motivation (Lopez, 2009). It is due to these disparities that students’ efforts vary in the different stages of their language learning engagement (Dornyei, 2007). Besides, Pekrun (2006) argues that emotions experienced in academics play a central role in engagement and learning. Feelings of enjoyment or boredom, for example, can possibly differentiate students who are engaged from those who are not.

2.2 Theoretical Underpinning: Control-Value Theory (CVT)

The CVT (Pekrun, 2006) is a prominent framework in educational psychology that elucidates the association between students' emotions, cognitive appraisals, and academic performance. According to this theory, achievement emotions are typically shaped by two central appraisals, namely control and value (Pekrun et al., 2010; Pekrun & Perry, 2014). The central part of the theory revolves around the premise that students experience positive emotions when they feel in control of or value certain activities. Similarly, students experience negative emotions when they feel out of control or when they do not value certain activities.

Control refers to students' perceptions of their ability to influence an outcome, while value pertains to the subjective importance of an activity or its outcome (Pekrun, 2006). When students believe they can successfully manage or influence an academic task (high control) and value the activity or its outcomes (high value), they are more likely to feel desirable emotions, such as pride, hope, or enjoyment (Pekrun & Perry, 2014). Conversely, a lack of perceived control (low control) over a valued task can result in negative emotions, such as anxiety, anger, shame, boredom, or hopelessness (Pekrun et al., 2010). For example, an English language (EL) learner may experience positive emotions (e.g. enjoyment), if she is asked to create a video demonstrating her English level (control) on a topic she finds interesting from her major (importance). Conversely, she may experience negative emotions (e.g. anger) if she receives a low score on the video based on a scoring rubric that the teacher never presented to the students (no control).

CVT's relevance to student engagement lies in its emphasis on the interplay between emotions and academic behaviors (Pekrun et al., 2010). This theory posits that students' engagement, often conceptualized as behavioral, cognitive, and emotional participation in learning activities, can be notably affected by their emotional experiences. Positive emotions foster greater involvement, deep processing of information, and perseverance in learning tasks

(Pekrun & Linnenbrink-Garcia, 2012). For instance, feelings of enjoyment during a task can enhance students' focus and persistence, boosting their cognitive engagement (Dewaele & MacIntyre, 2016; Dewaele & Meftah, 2024; Li et al., 2020). Similarly, behavioral engagement may be bolstered by hope or pride, as students are more inclined to participate actively in tasks when they expect success (Li et al., 2020). In contrast, negative emotions like anxiety and hopelessness can hinder these forms of engagement by creating avoidance behaviors or cognitive distractions (Boudreau et al., 2018). By highlighting the intricate links between emotions and student engagement (Pekrun et al., 2017; Shao et al., 2020), CVT provides a valuable theoretical lens for understanding the role of achievement emotions in learners' L2 engagement.

2.3 Achievement Emotions

The term “achievement emotions” refers to a class of emotions that have direct relationships with “achievement outcome” and “achievement activities” (Pekrun, 2006, p. 316). They can be divided into positive emotions (e.g., enjoyment, hope, and pride,) and negative emotions (e.g., anger, anxiety, hopelessness, shame, and boredom) (Pekrun, 2005). What makes achievement emotions distinctive is their close association with students' assessments of success or failure and their active engagement in academic tasks, reflecting a complex interplay between emotional, motivational, and cognitive processes (Pekrun, 2019). For example, more recent research on emotions in the academic domain has revealed that achievement emotions play significant roles in academic achievement. Specifically, students' ultimate success could be predicted by students' positive emotions (Pekrun et al., 2009). For instance, Dewaele and Li (2021) found out that students who experience positive achievement emotions are typically high achievers and more frequently use effective language learning strategies, however, students who experience negative emotions are typically low achievers and less frequently use effective language learning strategies. Considering the fact that “the

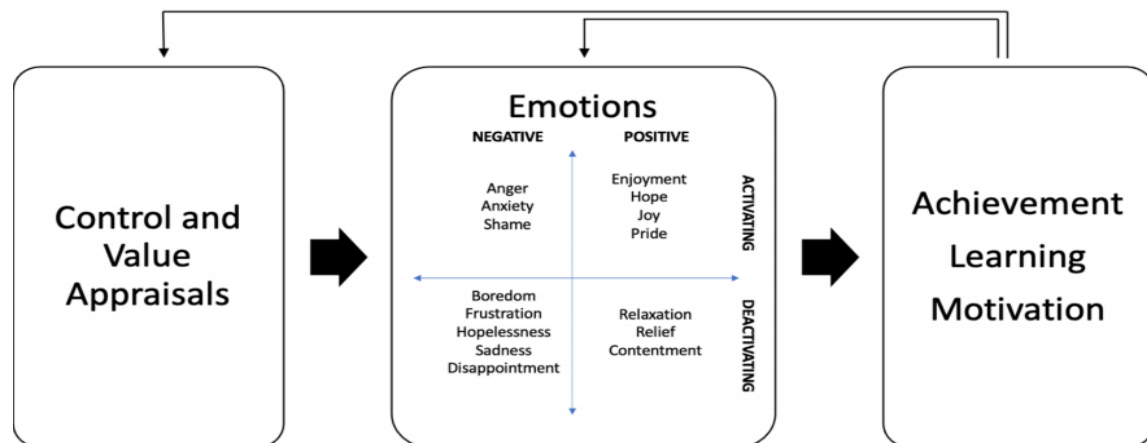
classroom is an emotional place” (Pekrun & Perry, 2014, p. 6), and bearing in mind that one’s emotions affect his/her learning process, motivation, performance, identity development, and even health (Pekrun et al., 2009), it is worthwhile to give more detailed and meticulous attention to academic emotions.

2.4 Classification of Achievement Emotions

Pekrun describes achievement emotions in a three-dimensional taxonomy. The three dimensions of the taxonomy are object focus, activation, and valence (Pekrun & Linnenbrink-Garcia, 2012). The object focus can be either activities or the outcomes. When studying emotions, the focus should be placed not only on the activity the students engage in but also on the outcome of the activity. The valence of emotions can be either positive/pleasant or negative/unpleasant. Activation refers to the emotional arousal that a person experiences physiologically in response to a particular emotion. Both positive and negative emotions can be activating (hope, pride, anxiety, anger, shame), or deactivating (hopelessness, boredom) (Pekrun & Linnenbrink-Garcia, 2012). Figure (2.1) shows the structure of CVT.

For positive deactivating and negative activating emotions, such as relief, anger, anxiety, and shame, the relationships are presumed to be more complex. Specifically, anger, anxiety, and shame can undermine intrinsic motivation, but can induce strong extrinsic motivation to invest effort to avoid failure, implying that the effects on students’ overall motivation to learn and invest effort need not be negative. Furthermore, these emotions are expected to promote use of more rigid learning strategies like rehearsal. As a consequence, negative activating emotions can have variable effects on students’ learning (Pekrun, 2006). Although negative effects on overall academic performance likely outweigh any beneficial consequences for most students (Pekrun, 2006).

Figure (2.1): Three dimensional taxonomy of achievement emotions (Pekrun & Linnenbrink-Garcia, 2012, p.132)



2.4.1 Positive Achievement Emotions

Positive activating emotions such as enjoyment, hope, and pride are thought to facilitate language learning by enhancing language skills and promoting personal growth (MacIntyre & Gregersen, 2012). Positive emotions also promote both intrinsic and extrinsic motivation, facilitate use of flexible learning strategies, and support self-regulation, thus positively affecting academic performance under most conditions (Pekrun, 2019).

Enjoyment

Enjoyment is the positive feeling characterized by pleasure and satisfaction derived from participating in learning activities (Pekrun et al., 2010). Dewaele and MacIntyre (2016) came up with foreign language enjoyment. They defined the construct as the positive feelings that learners would experience in the language classroom when they are creative, overcome their limits, accomplish psychological needs, complete learning tasks and activities, have new experiences, and find themselves in a friendly instructional environment. Enjoyment enhances students' focus and intrinsic motivation, making learning experiences more engaging and fulfilling (Pekrun et al., 2010).

Pride

Pride, as another positive achievement emotion, emerges when students attribute their success to their efforts, abilities, or strategies. It reinforces students' confidence and motivates their sustained engagement with academic tasks (Pekrun & Perry, 2014). Furthermore, Pekrun et al. (2017) demonstrated that pride is associated with a more extensive utilization of metacognitive techniques, organization, expansion, and critical thinking and it can be associated with greater self-regulation and higher performance.

Hope

Hope, as a positive achievement emotion, reflects a forward-looking belief in achieving success. It arises when students perceive a positive outcome as both valuable and attainable (Pekrun, 2006). Aspirations are all kinds of goals that people want to achieve under the term hope. People with high degrees of hope are more likely than those with low degrees of hope to find effective strategies to overcome a demanding situation and help them achieve their goals (Lopez, 2009). According to Snyder (2018), high-hope people are much more possible to exhibit positive feelings than low-hope people. Educational success has also been linked to hope (Lopez, 2009).

2.4.2 Negative Achievement Emotions

Negative deactivating emotions, such as anxiety, shame, hopelessness and boredom, are posited to uniformly reduce motivation and the effortful processing of information, implying negative effects on performance. (Pekrun, 2019).

Anxiety

Anxiety is the most investigated achievement emotion in SLA (Second Language Acquisition) (MacIntyre, 2017). Anxiety is notorious as a negative, debilitating emotion in education research. For example, MacIntyre and Gregersen (2012) stated that “one of the most

consistent findings in the SLA literature is that higher levels of language anxiety are associated with lower levels of language achievement” (p. 103).

Shame

Shame occurs when students feel they have failed to meet expectations, resulting in a sense of inadequacy. It can discourage participation and lead to avoidance behaviors (Pekrun & Perry, 2014). Feelings of shame were reported to negatively affect L2 learning and hamper L2 motivation in the Iranian EFL context (Teimouri, 2018), and were negatively linked with students’ positive feelings of hope and enjoyment in the Chinese EFL class (Wang, 2016).

Anger

Anger arises when students perceive obstacles, injustices, or frustrations related to achieving their goals. It is often linked to situations where control over outcomes is perceived as blocked or threatened (Pekrun et al., 2010). Anger has not been widely studied in second language acquisition. Dewaele and Li (2021) noted that anger involved a lack of control over linguistic resources, hence posing challenges for foreign language learning. In a similar vein, MacIntyre and Gregersen (2012) believed that those who experience anger often tend to have higher anxiety and lower scores.

Boredom

Boredom is another negative achievement emotion stemming from a lack of challenge, interest, or stimulation in learning tasks (Li et al., 2020). It negatively impacts attention, persistence, and engagement, often resulting in disengagement from academic activities (Pekrun, 2006). Lack of interest includes when the desire for partaking in the class activities is lowered and learners are inclined to escape such a context. Boredom results in feeling disengaged, therefore leading to avoidance behaviors. Consequently, there is a cause-and-effect link between lack of interest and boredom in which the former may lead to the latter (Pekrun et al., 2011).

Hopelessness

Hopelessness, described as the most debilitating negative emotion, occurs when students lack confidence in their ability to influence learning outcomes and believe success is unattainable. It can lead to academic burnout and apathy towards learning tasks (Pekrun & Stephens, 2010). Students encountering educational hopelessness are unwilling to concentrate on tasks that impede their knowledge collection and attainment since they are not able to manage future outcomes, which finally result in weak educational performance (Pekrun, 2019).

2.5 Relations between Achievement Emotions and Academic Outcomes

A wealth of empirical research has explored associations between achievement emotions and academic attainment across different education levels (see Camacho-Morles et al., 2021). Generally, positive activating emotions are related to processes and meta-skills which underlie higher performance (Mega et al., 2014). Enjoyment has been associated with greater metacognition, engagement, mastery goals, academic adaptability, effective learning strategies and better exam performance (Gibbons et al., 2018).

Pride has been associated with heightened interest, competence satisfaction and academic performance (Pekrun et al., 2017); whereas hope has been related to academic self-efficacy which, in turn, explained greater attainment (Feldman & Kubota, 2015). Collectively, the experience of positive activating emotions tends to coincide with better engagement and academic functioning.

Contrastingly, negative activation emotions have connotations with poorer performance, although these relations vary. Lower attainment has been found to correspond with students' anger, anxiety, and shame arising from past failure (Pekrun et al., 2017). These emotions typically undermine intrinsic motivation, self-regulated learning, and contribute to psychological burnout (Pekrun et al., 2009).

Deleterious academic outcomes are uniformly linked with negative deactivating emotions (Pekrun et al., 2017). Students who are bored will often adopt poorer study strategies, lack motivation and report lower learning satisfaction (Pekrun et al., 2010). Likewise, hopelessness tends to be concordant with impaired performance (Pekrun et al., 2017). Students feeling hopeless will develop lower control beliefs and often devalue activities (Shao et al., 2020). Such feelings can result in withdrawal and detachment from learning endeavors (Shakki & Li, 2016). Thus, in attempting to address issues pertaining to academic engagement and performance, it seems worthwhile that educators give attention to the emotional experiences of their students.

2.6 The Concept of L2 Engagement

Student engagement of its very nature is an elusive and complex notion that can be variously defined. To begin, engagement is generally understood as a psychological construct that represents learners' focused attention and active involvement in a learning task (Philp & Duchesne, 2016). Engagement refers to the amount (quantity) and type (quality) of learners' active participation in language tasks (Hiver et al., 2024). As stated by Mercer and Dörnyei (2020), student engagement as a whole relates to involvement in educational tasks and activities.

Student engagement has garnered significant attention in educational research, evolving from a behavioral focus to a comprehensive framework encompassing behavioral, emotional, and cognitive components (Fredricks et al., 2004; Fredricks et al., 2016). This study adopts Fredricks' et al. (2004) three-dimensional model, defining English learning engagement as high investment, commitment, and involvement in learning, accompanied by classroom affective responses and psychological investment.

Studies have shown that student engagement positively influences learning outcomes and is impacted by external (schools, teachers, peers, parents) and internal (learning emotions,

prior knowledge, aptitude, personality, motivation) factors (Appleton et al., 2006; Zhang & Wang, 2023). Positive emotions, such as enjoyment, are also crucial, as they correlate with greater willingness to communicate and academic achievement (Botes et al., 2022; Dewaele & MacIntyre, 2016).

Learner engagement has been increasingly recognized as a crucial component of successful language learning experiences. Although there has been a growing number of publications focusing on delineating the importance of engagement for language learning and teaching (e.g. Hiver et al., 2024; Mercer & Dörnyei, 2020), the fact that engagement is a relatively new construct has created a degree of conceptual haziness in the engagement literature. For example, in their recent review of language learner engagement research, Zhou et al. (2021) maintained that studies of learner engagement often tend to provide unclear definitions of the indicators and the different dimensions of engagement. A further lingering issue concerns the establishment of the relationship between engagement and motivation, as well as the identification of the levels of engagement (e.g. engagement at the school level or engagement at the class level), which exacerbates the lack of definitional clarity. Such definitional confusion can hamper the practical application of the construct in L2 research (Mercer, 2019). Delineating what constitutes engagement will allow for more reliable measurement and will also lead to better-designed interventions, thus advancing theoretical as well as empirical understandings of the construct. These definitional issues, which will be addressed in detail below. For the purpose of the present research, the researcher would like to review some of the definitional concerns of engagement, including the relationship between engagement and motivation, the levels of engagement and the dimensions of engagement.

2.7 Engagement and Motivation

Although there is a connection between engagement and motivation, there seems to be a consensus among researchers that engagement and motivation are distinct but related

constructs (Hiver et al., 2024). Action is key in distinguishing engagement from motivation. (Hiver et al., 2024). For example, Mercer and Dörnyei (2020) acknowledged that engagement is likely to be observable or visible and often represents the action or energy component of motivation. This is a view shared by Philp and Duchesne (2016), who maintained that engagement is related to motivation but that the former should be best understood as the “visible manifestation” of motivation (p. 52). While action is a core feature of engagement, motivation is often thought of as a personal, private, unobservable psychological process that represents a learner’s desire or intent to act (Skinner & Pitzer, 2012). Hence, learners may be motivated but not actively engaged (Appleton et al., 2006; Russell et al., 2005). For example, a student may be motivated to participate in a learning task but become disengaged due to various distractions (e.g. unclear task instruction). This distinction indicates that there could be a relationship between motivation and engagement, as learners who become engaged in a learning task are also likely to become motivated (Snyder, 2018). Motivation represents initial intention and engagement is the subsequent action (Noels et al., 2019).

On the basis of these considerations, it seems vital to conceptualize engagement in this research as a separate construct from motivation, albeit related. Taking the perspective that these two constructs are distinct will allow for a deeper examination of learner engagement in the classroom. Although “motivation is central to understanding engagement” (Appleton et al., 2006, p. 428), the researcher echoes the arguments of Mercer and Dörnyei (2020) that engagement offers a crucial advantage over motivation in that it provides practitioners with an action-oriented approach to getting students involved in their own learning.

2.8 Levels of Learner Engagement

Acknowledging that learner engagement is context-dependent and does not emerge in a vacuum, it is important to clarify the level at which the construct of engagement is conceptualized, as different levels of engagement would necessitate different measurements

(Sinatra, et al., 2015). According to Skinner and Pitzer (2012), engagement occurs at four levels. At the first level, Skinner and Pitzer (2012) identified engagement in school as a prosocial institution which can be understood in terms of the school's aim to foster learners' positive behaviors. The authors stated that purposing to foster engagement at this level may promote positive youth development and protect students from risky behaviors and delinquency.

Moving deeper, research can focus on engagement in both academic work and various types of extracurricular activities, such as sports. As the authors suggested, focusing on such a level of engagement can be advantageous for students in terms of completing their studies, which would help combat students' absenteeism and dropout rates. At the next level, Skinner and Pitzer expressed that engagement can occur at the classroom level, which represents learners' engagement with the teacher, curriculum and peers. This kind of engagement is important to encourage student accomplishment and protect against failure. Finally, within the classroom level, the authors stated that engagement can occur at the task level, which they defined as "constructive, enthusiastic, willing, emotionally positive, and cognitively focused participation with learning activities in school" (Skinner & Pitzer, 2012, p. 22).

Engagement at the classroom level is one of the most important levels of engagement, as emotionally engaging learning tasks will thrive best in a classroom environment that supports learner engagement, which includes positive teacher and peer relationships (Skinner & Pitzer, 2012). As previous research has indicated, the absence of positive peer or teacher relationships is likely to have a decisive negative impact on learner engagement in learning tasks (Almukhaild, 2022).

In light of this, because the purpose of the present research is to explore the relationship between students' achievement emotions and their L2 engagement in the classroom, focusing on the classroom level seems to be an appropriate approach to shed the

light on learners' emotional experiences. Nonetheless, studying learner engagement at multiple levels presents a methodological challenge. For example, as noted by Wang et al. (2014), engagement at the school level, which is typically measured by, for instance, examining learners' participation in extracurricular activities, does not directly reflect engagement at the classroom or the task level. Therefore, the present research focuses specifically on learner engagement at the classroom level. Exploring learner emotional engagement at this level allows for a more reliable assessment that may provide insights into the necessary classroom principles for generating and sustaining learner emotional engagement.

2.9 Dimensions of Engagement

L2 engagement is a multidimensional construct encompassing behavioral, emotional, and cognitive component, which collectively define the depth and quality of learners' participation in L2 classrooms (Zhou et al., 2021).

First, behavioral engagement typically describes learners' outward manifestations of learning that can be observable in the classroom (Skinner & Pitzer, 2012). Behavioral engagement is often associated with effort, persistence, time on tasks and learners' active participation in learning (Philp & Duchesne, 2016). Examples of behavioral engagement in L2 learning include learners' voluntary involvement in speaking, interactional initiative, time on task, the amount of semantic content produced while on task, and persistence on task without the need for support or direction (Philp & Duchesne, 2016).

Second, cognitive engagement refers to the attention, thinking and alertness required of learners to complete a given learning task (Svalberg, 2009). It also represents learners' desire to take on challenges and accomplish more than a minimal understanding of course materials (Fredricks et al., 2004). This means that cognitively engaged learners exhibit deliberate and sustained attention to achieve learning goals (Reeve, 2012). Behaviors

indicative of cognitive engagement may include demonstrating a preference for hard work, asking questions, persisting with difficult tasks and studying sources of information beyond the material assigned (Finn & Zimmer, 2012).

Finally, emotional or affective engagement, has been conceptualized as learners' positive and negative affective reactions to language learning tasks (Fredricks et al., 2004). Expressions of positive emotions such as enjoyment, interest, enthusiasm and satisfaction represent learners' positive emotional engagement, whereas negative emotions such as anxiety, frustration and boredom are thought to be key representations of learners' emotional disengagement, (i.e. negative emotional engagement; Skinner & Pitzer, 2012). Emotionally engaged learners are characterized as having a "positive, purposeful, willing, and autonomous disposition" towards language, associated learning tasks, and peers (Svalberg, 2009, p. 247).

2.10 Social Aspect of Engagement

Emotional engagement is perceived to be fundamentally socially constructed (Almukhailed, 2022). This is because it is increasingly recognized that learners' emotions are in part social and are more likely to be understood when the wider social classroom context, including factors such as peer and teacher relationships, is taken into consideration (Imai, 2010). In the engagement literature, it is acknowledged that the wider social context plays a crucial role in shaping engagement experiences (Aubrey et al., 2020; Fredricks et al., 2016). As Reeve (2012) stated, "it almost does not make sense to refer to students' engagement because it cannot be separated or disentangled from the social context in which it occurs" (p. 152).

Although the social dimension of engagement was not of the scope of this study, considering the social dimension of emotions is a key to understanding the complexity of learners' affective states.

Social engagement is often defined in terms of learners' interactions and connections with interlocutors (Svalberg, 2009). Specifically, social engagement focuses on the relations between interlocutors and how the quality of such relationships influences interactions. Socially engaged learners exhibit a readiness to initiate and maintain interaction, interact appropriately with teachers and peers and work respectfully (Finn & Zimmer, 2012; Pekrun & Linnenbrink-Garcia, 2012). Indicators of social engagement could also include peer support in which students actively listening to each other's opinions, providing reciprocal feedback and taking equal turns in conversations (Storch & Aldosari, 2013).

2.10.1 Teacher Behavior on Learner Engagement

Emotional contagion theory posits that students can catch teachers' emotions, providing a foundation for exploring the relationship between students' perceived teacher emotions and achievement emotions in SLA. Emotional contagion, defined as experiencing another's emotions (Hatfield et al., 1993), involves primitive (automatic imitation) and conscious (conscious participation) forms, often combined. Recent research in educational psychology highlights the intertwining of teachers' and students' emotions, with significant impacts on students' class achievement emotions (Frenzel et al., 2018; Mainhard et al., 2018).

In SLA, studies have increasingly focused on the transmission of positive emotions, such as enjoyment, for instance, Matsumoto (2011) highlights a direct and positive correlation between students' perception of teachers' commitment to teaching and their motivation. Furthermore, Moskowitz and Dewaele (2021) demonstrate that students' perception of their teachers' happiness positively correlates with their overall attitude, motivation, and attitude toward the teacher. Positive teacher emotions, such as enthusiasm, contribute to higher student enjoyment and lower boredom, effectively mitigating negative learner psychology (Dewaele & Li, 2021). Wu et al. (2023) found that perceived teacher affective support and enjoyment foster grit in second language (L2) learners and negatively correlate with burnout.

Additionally, Henry and Thorsen (2018) suggest that positive teacher-student relationships, shaped by positive teacher emotions, indirectly enhance academic performance. Conversely, negative teacher emotions, like boredom, induce negative learner psychology and diminish learning motivation (Tam et al., 2020).

Teacher Praise and Effective Feedback on Engagement

Praise is a simple strategy teachers can apply to maintain a good rapport with their students. It also helps to boost students' motivation in learning (Mardiah, 2020). Abbasi et al. (2015) declared that praise is encouraging interpersonal feedback. Positive feedback is categorized as a dynamic element in nurturing learners' educational success and strengthening the preferred classroom behavior. Nicols (1995) as cited in Abbasi et al. (2015) pinpointed that positive feedback is perceived as an attractive corresponding that is in line with the learner's self-image. Praise is generally regarded as positive feedback since it has the same meaning as it makes students feeling reinforced and meaningful.

Praise can be universal or specific (Moffat, 2011). The former refers to as behavior-specific praise (Hawkins & Heflin, 2011), while the latter type of praise is a well-organized and constructive educational tactic that can surge an extensive range of proper behaviors (Jenkins et al., 2015). Teacher praise is a manifestation of support or appreciation that goes further than feedback for an accurate reaction (Reinke et al., 2007). Teacher praise is regarded as a classroom strategy as dependent or a result of suitable student behaviors. In academic settings, praise should be associated with the performances or skills that the teacher desires to develop (Partin et al., 2009). Praise makes the students feel respectable, and it increases student-teacher relations through constructing a positive learning setting, diminishes troubles in the classroom, and makes learning promising (Rathel et al., 2014). To develop student engagement and success, teachers can use praise regularly to reassure suitable behavior, while it reduces problematic behaviors in the classroom (Reinke et al., 2007).

Teacher feedback is an essential component of the learning process and can help create a positive classroom atmosphere. Summary of feedback was provided by Winne and Butler (1994) in their claim that "feedback is information with which a learner can confirm, add to, overwrite, tune, or restructure information in memory, whether that information is domain knowledge, meta-cognitive knowledge, beliefs about self and tasks, or cognitive tactics and strategies" (p. 574). The purpose of feedback is to provide students and teachers with information regarding students' performance and understanding and allow for continued learning following initial instruction (Miller, 2002). Effective feedback has the potential to affect future student performance by increasing correct responding and desirable behaviors and decreasing incorrect responding and undesirable behaviors (Konoid et al., 2004).

Teaching Style on L2 Engagement

Grasha (1996) defines teaching style as a distinct set of instructional needs, beliefs, and behaviors that teachers consistently display in the classroom. He elaborates that the teaching style is multifaceted, involving how teachers deliver content, engages with students, manages tasks, oversees coursework, integrates students into their discipline, and mentor them. Teaching styles, therefore, reflect the lasting personal traits and practices teachers bring to their classroom management and instructional approach. In this way, a teacher's style both characterizes them and shapes their instructional methods, which in turn influences students' learning experiences. Based on this understanding, teaching style can be seen as the way a teacher tailors their behavior to meet student needs. This concept encompasses the techniques, approaches, and activities a teacher applies to address challenges in the teaching-learning environment, with each teacher's style being deeply rooted in their individual personality, varying distinctly from one individual to another.

Various frameworks have been proposed to classify teaching styles, each with its own advantages. The approach outlined by Grasha (1996) described five teaching style categories

in his models, based on the prevalent aspects of the instructor or trainer's presence in the classroom and the metaphors of role models he regarded as relevant. These categories are as follows: The Expert style, in which the teacher demonstrates extensive knowledge and encourages students to improve their understanding by sharing expertise and fostering competence. The Formal Authority style, which is a teacher-centered approach emphasizes the teacher's role in directing content delivery, providing feedback, and establishing learning objectives and behavioral expectations. The Personal Model style, also teacher-centered, involves the teacher exemplifying the skills students are expected to acquire. The Facilitator style focuses on interactive teacher-student engagement, with the teacher guiding students who take responsibility for achieving specific goals. Finally, the Delegator style, a student centered method, entrusts control and accountability for learning to the students, either individually or in groups.

2.10.2 Peer Relationships on L2 Engagement

According to research, peer relationships are important for learner emotional engagement (Aubrey et al., 2020; King et al., 2020). When students believe that their peers would help them if needed, they are more likely to feel emotionally engaged in the tasks. In contrast, when students perceive their peers as not being respectful or not interacting in the group task, students are less likely to take part in the task (Almukhaild, 2022).

It is important to highlight the significance of psychological safety (Edmondson, 1999), which is a key notion for effective classroom environments. This is the feeling that learners can speak confidently in class without fear that their peers will make fun of them, embarrass them or react negatively to risk-taking behaviors such as making mistakes. Such a notion does not mean that all students should be in agreement with each other, but it simply means that students should be respectful and supportive of one another. Since "language lessons are essentially social events, which are co-constructed by the individuals participating

in them” (Block, 1996, p. 76), a greater awareness of the relationship among students cannot be ignored.

2.11 Physical Environment on L2 Engagement

Engagement is a result of both personal factors such as motivation and emotions and environmental facilitators such as classroom environment (Oga-Baldwin, 2019). Without doubt, the quality of education is firmly linked to the effective coordination of the classroom environment. It is believed that a well-designed classroom will not only help to achieve the expected learning outcomes of education but also ensures cordial student-teacher relationship.

The provision of sufficient learning facilities and instructional materials within suitable classroom atmosphere are some of the factors that improve the standard of education in schools. Classroom physical environment is seen as the physical characteristics of classroom that involve different things like size of classroom, floor, walls, desks, lighting, school structure, school climate and computer. According to Suleman and Hussain (2014), physical environment is the physical aspect of the learning setting. The components of the physical environment of classroom include learners, teachers and the facilities (Lippman, 2010). Moreover, physical facilities in the ideal classroom plays a vital role in composing a strategic factor in the operation and functioning of the teaching and learning as they determine the excellent performance of a school. Physical facilities are one of the stimulating factors that play a fundamental role in improving academic achievement in the school system (Basit, 2005).

The quality of the physical classroom setting significantly affects classroom engagement and therefore academic achievement of the students. Physical facilities in classrooms ensure effective and successful teaching learning process. Without these facilities, effective teaching learning process cannot be guaranteed. Students tend to get more details from their instructors in a well facilitated classrooms and therefore they perform in a good

way. On the other hand, if classroom setting is not conducive, students feel uncomfortable in classroom then they tend to be giving divided or distracted attention to the lesson. Lyons (2001) opined that poor facilities in school has negative impact on the teachers' effectiveness as well as students' performance. Empirical studies on the classroom environment revealed that physical arrangement of the classroom has a significant role in teaching learning process. It can affect the performance of both the teachers and the students. Asiyai (2014) reports that the classroom environment has a significant impact on the motivation and learning of students including. Maxwell (2016) also found that the students' engagement is connected to the building condition mediated by social climate and student attendance.

2.12 Engagement with Learning: Predicting Language Learning Achievement

It is widely acknowledged in educational psychology that learner engagement is significantly and positively predictive of learners' academic achievement (Christenson et al., 2012). Nevertheless, in foreign language domain, only a few studies have substantiated such a relationship. For example, Noels et al. (2019) took into account three aspects of engagement (i.e., behavioral, emotional, and cognitive) and found that while emotional engagement positively predicted course grade and cognitive engagement negatively predicted absenteeism, behavioral engagement predicted neither of them. However, what is noteworthy is that their measurement of classroom engagement was only in terms of behavioral and emotional components, leaving out the sustained mental effort (i.e. cognitive engagement) which is critical and indispensable in the engagement construct. In another study working on engagement in a group work context (Tanaka, 2021), no significant direct link was found between group work engagement and language achievement as measured by course grades. Notably, engagement was measured mainly from the behavioral perspective.

Aside from quantifiable score-oriented language achievement, engagement has also been reported to predict the valence of later attitudes and motivation, especially long-term

motivation for a foreign language. For instance, Oga-Baldwin and Nakata (2017) unveiled that in-class engagement strongly predicted intrinsic motivation while negatively predicting external regulations. The finding indicated the importance of getting students optimally engaged in classroom learning and provided empirical evidence for the later contextual model presented by Oga-Baldwin (2019) that highlights the reciprocal effects of the action-oriented engagement construct and attitudinal and motivational constructs.

2.13 Previous Studies on the Role of Emotions in Learner Engagement

Learner engagement has received growing attention in the realm of language studies due to its profound impact on learners' language achievements (Mercer, 2019). This growing interest stems from the understanding that engagement is a critical determinant of desirable learning outcomes (Zhou et al., 2023). Given its decisive role in the language learning process, several studies have probed factors predicting learner engagement, with a growing focus on the role of negative and positive feelings (Derakhshan & Fathi, 2023; Derakhshan & Yin, 2024; Liang et al. 2023; Shakki, 2023; Tsang & Dewaele, 2023; Xie, 2021).

For instance, in their study, Derakhshan and Fathi (2023) scrutinized the role of enjoyment in English learners' engagement, highlighting how positive emotions can contribute to a more engaging learning experience. Their findings revealed that learners who experience enjoyment in the classroom are more likely to demonstrate higher levels of behavioral, cognitive, and emotional engagement. Similarly, Liang et al. (2023) inspected the predictive role of this positive emotion in college students' classroom engagement, focusing on how learning enjoyment influences students' participation and motivation during lessons. They discovered that those who reported higher levels of enjoyment in the learning process were more inclined to engage actively in class, both behaviorally and emotionally. Furthermore, in a recent inquiry, Derakhshan and Yin (2024) investigated the role of three positive feelings, namely pride, enjoyment, and hope, in English learners' academic

engagement. Their research highlighted how each of these emotions plays a distinct yet interconnected role in fostering greater involvement in the learning process.

Ismail et al., (2018) found that both negative and positive emotions students experience in English classes have an impact on their English achievement. In addition, he takes the stance that if English language teachers want to reduce negative emotions and provide peace in their classrooms, they need to take into account their students' academic emotions and consider them as part of education. In addition, Mendez Lopez (2011) pointed out that both positive and negative emotions can have significant impacts on foreign language learners' motivation. He found that negative emotions like fear and sadness can enhance learning and can also be regarded as positive and motivational in foreign language learning process.

Besides, to identify the influence of negative emotions, Xie (2021) examined how boredom impacts the academic engagement of Chinese English learners. The study's outcomes demonstrated that boredom can negatively affect all dimensions of academic engagement, leading to a decline in learners' participation, focus, and emotional investment in their studies. In a similar vein, Tsang and Dewaele (2023) addressed the role of boredom and anxiety in foreign language learners' engagement. The study indicated that both boredom and anxiety can significantly disrupt learners' engagement by lowering their motivation and interest in language tasks. Additionally, in a more comprehensive inquiry, Shakki (2023) focused on the predictive role of five negative emotions, including hopelessness, anxiety, boredom, shame, and anger, in Iranian English learners' academic engagement. The study found that each of these emotions negatively impacted various aspects of learners' engagement, leading to reduced motivation and lower participation in the learning process.

Although existing research underscores the pivotal role of emotions in shaping learner engagement, certain gaps still exist in the available literature. Notably, most of the previous

studies have focused on the facilitative effects of positive emotions on learner engagement, disregarding the undesirable influences of negative emotions (Derakhshan & Fathi, 2023; Derakhshan & Noughabi, 2024; Derakhshan & Yin, 2024; Liang et al., 2023). Recognizing these shortcomings, the present study aimed to inspect the role of both positive and negative emotions in Libyan learners' L2 engagement.

2.14 Summary of the Chapter

This chapter reviewed theoretical and empirical literature on achievement emotions and learner engagement in second language learning. It introduced Control-Value Theory as the guiding framework, explaining how learners' perceptions of control and value shape both positive and negative achievement emotions and influence engagement and academic outcomes.

The chapter examined the classification of achievement emotions and discussed the roles of key positive emotions (enjoyment, pride, and hope) and negative emotions (anxiety, shame, anger, boredom, and hopelessness) in learning. Learner engagement was then conceptualized as a multidimensional construct distinct from motivation, encompassing behavioral, cognitive, emotional, and social dimensions, and operating at different levels, with a focus on classroom-level engagement.

In addition, the chapter highlighted the influence of contextual factors—such as teacher behavior, feedback and praise, teaching style, peer relationships, and the physical classroom environment—on learner engagement. Finally, empirical studies on emotions and engagement were reviewed, revealing a research gap concerning the limited attention given to negative emotions, particularly in under-researched contexts. These insights provide the foundation for the present study on Libyan learners' L2 engagement.

Chapter Three

Methodology

3.0 Introduction

This chapter outlines the research methodology employed to investigate the relationship between EFL learners' achievement emotions and their engagement in L2 classrooms. The methodological choices were informed by the exploratory nature of the study and the need to obtain both quantitative and qualitative insights. The chapter first describes the research design and justifies the use of a mixed-methods explanatory sequential design. It then presents the research site, sampling methods, and participant characteristics. The data collection instruments used in both phases of the study are subsequently detailed, followed by procedures adopted to ensure their reliability and validity. The chapter also reports on the pilot study conducted prior to the main data collection and discusses the ethical considerations guiding the research. Finally, the chapter explains the data collection and data analysis procedures, clarifies the role of the researcher, and concludes with a brief summary of the chapter.

3.1 Research Design

In light of the exploratory nature of the research aims, a mixed-methods approach has been adopted. Quantitative research enables researchers to draw conclusions for great numbers of people, controls prejudice, and explores relationships within data. Likewise, qualitative research has its own advantages such as providing in-depth perspectives of participants and capturing their voices in a better-depicted context (Creswell & Clark, 2015). Nevertheless, both research methods also have disadvantages as well as the aforementioned advantages. "Quantitative research does not adequately investigate personal stories and

meanings, or deeply probe the perspectives of individuals” so it is rather impersonal (Creswell & Clark, 2015, p.15).

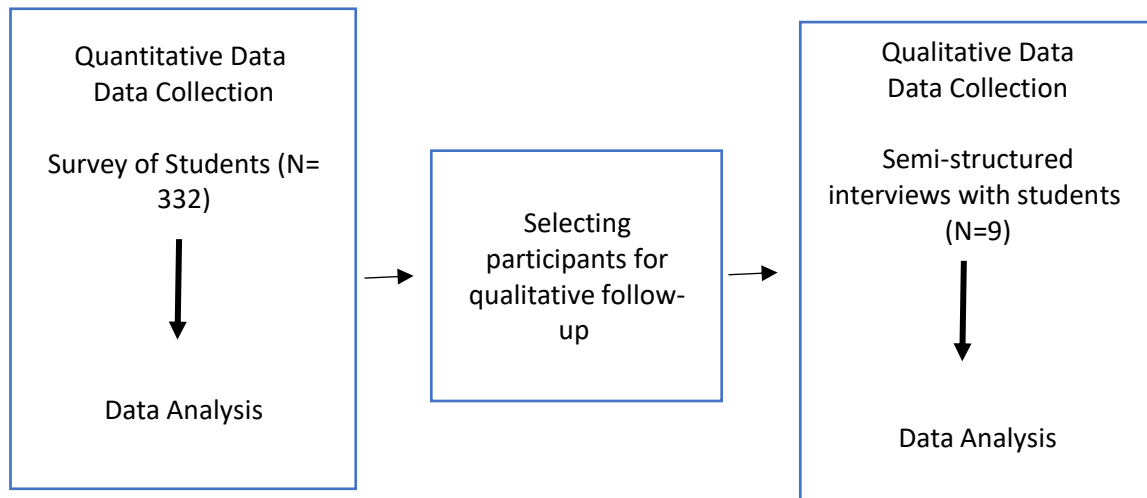
On the other hand, “qualitative research does not enable us to generalize from a small group of people to a large population” or does not reveal hard data such as numbers but offers subjective data about few people (Creswell & Clark, 2015, p. 15). Adopting both a quantitative and a qualitative approach can provide a more complete picture and in-depth understanding of the phenomena under investigation than a single approach (Ivankova & Creswell, 2009). Thus, to be able to benefit from the combined strengths of both research approaches, this study employed a rigorous mixed-methods design.

In this research, an “explanatory sequential design” (ESD) was adopted to gain comprehensive understanding of learner engagement and its emotional determinants in L2 classrooms. ESD is a widely used research design that involves collecting and analyzing quantitative data first and then qualitative data in two consecutive phases within one study (Ivankova & Creswell, 2009).

The mixed-methods sequential explanatory design consists of two distinct phases: quantitative followed by qualitative (Ivankova & Creswell, 2009). The explanatory sequential design aims to first explore the phenomenon with a quantitative strand to collect and analyze the data, and then to carry out the qualitative strand to collect and analyze the data in order to explain quantitative results in more detail (Creswell & Clark, 2015). The first purpose of this mixed-methods sequential explanatory study was to identify the predictive power of students’ achievement emotions on their engagement. The second purpose was to explore learners’ perspectives on the correlation between achievement emotions and L2 engagement. This process was established in two phases: in the first quantitative phase of the study, data were collected through a large survey of students (N= 332), and then, in the second qualitative phase, nine individuals were selected to explore those results in more depth through semi-

structured interview analysis. Figure (3.1) represents the visual model for mixed-methods sequential explanatory design procedures.

Figure (3.1): Exploratory sequential mixed-methods research design



3.2 Research Site

In this study, two colleges affiliated with the University of Zawia were selected as the research sites. University of Zawia is one of Libya’s major public universities, providing higher education and research opportunities across several faculties, including Education, Arts, Engineering, and Languages.

The first site was the Faculty of Arts of Zawia, where the English Language Department offers programs in linguistics and translation. Graduates from this faculty typically work as translators, authors, researchers, or teachers (University of Zawia website, n.d.). The second site was the Faculty of Education of Abu-Issa, where students are primarily trained to become English language teachers.

The participants were English major students from various academic years across both colleges. Several reasons informed the selection of these sites. First, they were chosen for pragmatic reasons, as they are geographically close to where the researcher lives. Second, the two affiliated colleges represent a broad spectrum of tertiary English language learning in

Libya, given their different academic purposes (teacher training vs. language and translation programs). Additionally, gathering data from students with diverse learning experiences was expected to capture the complexity of their lived emotional experiences.

However, the researcher did not intend to analyze each college separately or compare the groups. Another factor in the selection was the researcher's familiarity with the heads of the English departments and several teachers in both colleges, as she had studied in these institutions. This familiarity was expected to facilitate access, encourage teacher support in inviting students to participate, and allow the researcher to consult with them if further information about the students was required. Both colleges—the Faculty of Arts of Zawia and the Faculty of Education of Abu-Issa—formally agreed to host the study on their premises (see Section 3.8. Ethical Considerations).

3.3 Sampling Methods

Sampling involves selecting a subset of individuals from a large population to analyze and generalize findings to the broader group (Kumar, 2011). In this mixed-method study, an ESD was employed, involving two distinct phases of data collection. Accordingly, two different sampling techniques were used to suit the purpose of each phase.

3.3.1 Quantitative Data Sampling

The technique used for collecting the sample of the questionnaires was 'convenience sampling'. Convenience sampling is a non-random sampling method and is defined as "the selection of individuals who happen to be available for study" (Mackey & Gass, 2005, p.122). Using such sampling techniques has many advantages, as the respondents' participation depends on their willingness to be involved in the study, and there is a "match between the timetable for the research and their own schedules and other commitments" (Mackey & Gass, 2005, p.122).

3.3.2 Qualitative Data Sampling

According to Ivankova and Creswell (2009), there are no established guidelines as to how researchers should proceed with selecting the cases for the follow-up qualitative analysis in ESD. To select participants for the semi-structured interviews, the researcher used volunteer sampling. Volunteer sampling is a non-probability sampling method in which participants choose to take part in a study on their own, rather than being randomly chosen by the researcher (Dörnyei, 2007).

3.4 Participants

The participants of this study were 332 English major Libyan EFL students. A total of 350 students originally participated in the questionnaire survey. After eliminating 18 questionnaires due to incompleteness, the final sample size was 332 (M=40, F=292). As it is typical in the English Language classes in Libya, each class had few male students. The participants were undergraduate students from different academic years recruited from two colleges at the University of Zawia using convenience sampling. The students' age ranged between 18 and 24. They started learning English from primary school (around age 10) which is normally taught by native Libyan speakers who hold at least a bachelor's degree in English. Students who major in English are mostly females. In this study, the proportion of female participants was higher than that of male participants. Sampling in this mixed methods study occurred in two phases. These two sampling phases are not independent as they inform one another.

For the second qualitative phase of the study, the researcher recruited students for the semi-structure interviews. When selecting sample size in qualitative research, there are no concrete rules. However, a common practice is to select enough participants such that data saturation is reached (Kumar, 2011). The researcher conducted semi-structured interviews with students (N=9). Selecting nine students for interviews, rather than less or more than nine,

is due to the fact that the researcher felt she had reached theoretical saturation. Also, Dörnyei (2007) recommends “a sample size of six-ten” which is practical and suitable for classroom-based qualitative research (Dörnyei, 2007, p. 127). Table (3.1) and Table (3.2) provide demographic information of the participants in the two phases of the study.

Table (3.1): Demographic information of the participants in the quantitative phase

Variable	Category	Frequency (n)	Percentage (%)
Gender	Male	40	12
	Female	292	88
Faculty	Faculty of Education of Abu-Issa	185	55.7
	Faculty of Arts of Zawia	147	44.3
Year of study	First year	72	21.7
	Second year	82	24.7
	Third year	90	27.1
	Fourth year	88	26.5
Total		332	100

Table (3.2): Demographic information of the participants in the semi-structured interviews

College	Student	Age	Gender	Year of Study
Faculty of Arts of Zawia	S1	22	Female	Forth year
	S2	23	Female	Forth year
	S3	21	Female	Forth year
	S4	20	Female	Third year
Faculty of Education of Abu-Issa	S5	20	Female	Third year
	S6	19	Female	First year
	S7	21	Female	Third year
	S8	21	Female	Third year
	S9	20	Female	Second year

3.5 Data Collection Instruments

To address the research questions, this study employed multiple data collection instruments appropriate to its mixed-method design. The instruments were selected to gather both quantitative and qualitative data that reflect different dimensions of learners' emotions and engagement in the language classroom. The first phase of the study relied on standardized questionnaires to obtain quantitative data, while the second phase used semi-structured interviews to provide deeper qualitative insights. The instruments used in each phase are described in detail below.

3.5.1 Academic Emotions Questionnaire- Foreign Language Classroom (AEQ-FLC)

The AEQ-FLC, designed by Davari et al. (2020) was utilized to measure the participants' achievement-related emotions. The questionnaire distinguishes between positive (e.g. hope, pride, enjoyment) and negative achievement emotions (e.g. anxiety, anger, shame, boredom, hopelessness), which are central to understanding learners' emotional experiences in language learning environments. The original scale was developed by Pekrun (2005) and then applied to the L2 context by Davari et al. (2020). The AEQ-FLC includes 40 closed-ended items. Participants responded to the questionnaire items on a Likert scale (ranging from 1 'strongly disagree' to 5 'strongly agree'), indicating the extent to which they experienced each emotion in their language learning journey. Sample items include: 'I enjoy being in the English class' (item 3; enjoyment), 'I am confident when I go to the English class' (item 11; hope), 'I feel frustrated in the English class' (item 16; anger), 'Thinking about the English class makes me feel uneasy' (item 23; anxiety), and 'I find the English class fairly dull' (item 37; boredom). In this inquiry, the AEQ-FLC exhibited strong internal consistency ($\alpha = 0.914$).

3.5.2 Language Classroom Engagement Scale (LCES)

The study employed the shortened version of the Language Classroom Engagement Scale (LCES) (Eerdemutu et al., 2024), which is based on Hiver et al.'s (2020) language engagement scale. The shortened nine-item version was selected over the original 24-item scale by Hiver et al.'s (2020) as the latter lacked robust psychometric properties (its reliability was based on a small sample size ($n = 24$), and no validity indices were reported) (Eerdemutu et al., 2024).

The validated LCES, was employed to assess the participants' engagement levels. This scale was specifically designed to assess the behavioral, cognitive, and emotional aspects of learner engagement within L2 classrooms. The scale consists of nine closed-ended items scored using a Likert scale, with responses ranging from 1 'totally disagree' to 5 'totally agree'. Sample items include: 'I kept trying my best even when it was hard' (item 3; behavioral engagement), 'I felt good while I was in the class' (item 6; emotional engagement), and 'I try to connect what I am learning in the language classroom to what I have learned.' (item 8; cognitive engagement). In this research, the scale demonstrated satisfactory internal consistency, with a Cronbach's alpha of 0.814.

3.5.3 Semi-structured Interviews

Following the quantitative stage, the qualitative phase was conducted to obtain a deeper understanding of the findings and to explore participants' experiences in greater detail. Semi-structured interviews were used as the primary qualitative instrument, as they allow for in-depth exploration of learners' perceptions while providing sufficient flexibility for elaboration. Interviews offer rich insights into individuals' beliefs, experiences, and feelings that cannot be fully captured through other instruments such as questionnaires or observations (Mann, 2016). As Kvale (2008) noted, interviews provide "a unique access to the lived world

of the subjects, who in their own words describe their activities, experiences and opinions” (p. 9).

In this study, one-on-one interviews were conducted with nine students, each lasting approximately 20–30 minutes. Individual interviews were chosen to ensure that participants felt comfortable discussing sensitive topics, such as emotions and classroom experiences, which may be more difficult to address in group settings (Duff, 2007). The interviews were guided by a semi-structured schedule consisting of a written list of questions. This format was selected for its balance between structure and flexibility, enabling the researcher to follow predetermined topics while also allowing additional prompts where further clarification or detail was needed. Semi-structured interviews provide a clear framework for the interviewer while avoiding the rigidity of a fully structured script (Cohen et al., 2018). The interview guide was informed by the research questions, previous studies, the literature on achievement emotions and engagement, insights from the piloting phase, and the researcher’s own understanding of engagement in foreign language classrooms.

The interview schedule focused on two central questions: (1) participants’ perceptions of the relationship between positive achievement emotions and L2 engagement, and (2) participants’ views on how negative achievement emotions relate to L2 engagement. Several follow-up prompts were used to encourage deeper reflection. The complete interview guide is provided in Appendix D.

3.6 Reliability and Validity

Reliability and validity are essential considerations in research because they contribute to the credibility, accuracy, and trustworthiness of the findings. In mixed-methods research, these criteria apply to both quantitative and qualitative components, although they are established through different procedures. For the quantitative phase, reliability and validity were examined to ensure that the Academic Emotions Questionnaire–Foreign Language

Classroom (AEQ-FLC) and the Language Classroom Engagement Scale (LCES) consistently and accurately measured the intended constructs. For the qualitative phase, strategies were employed to enhance the trustworthiness of the semi-structured interview data and analysis. The procedures used to establish the reliability, validity, and trustworthiness of the research instruments are presented in the following sections.

3.6.1 Reliability and Validity of the Quantitative Instruments

The reliability and validity of the quantitative instruments were assessed to ensure that the AEQ-FLC and LCES provided consistent and accurate measurements of the constructs under investigation. Reliability was examined through internal consistency, while validity was evaluated through content validity and construct validity, including convergent and discriminant validity.

Reliability of the Scales

Reliability refers to "the consistency, stability, or repeatability of the results of the study" (Kumar, 2011, p. 284). An instrument is considered reliable when it consistently produces stable measurement results. In this study, the composite reliability of the AEQ-FLC and LCES was assessed using Cronbach's alpha. The AEQ-FLC demonstrated excellent overall internal consistency ($\alpha = 0.914$), while the LCES showed satisfactory internal consistency ($\alpha = 0.814$). According to established guidelines (Hair et al., 2017), alpha values above 0.70 are considered acceptable, suggesting that both scales possess satisfactory to excellent reliability.

Validity of the Scales

In quantitative research, the validity of a scale refers to the extent to which it accurately measures the construct it is intended to assess (Kumar, 2011). Establishing validity involves employing multiple techniques to ensure that the instrument provides sound and interpretable

results. The more comprehensive and theoretically grounded the validation process is, the stronger the evidence supporting the instrument's validity (Kumar, 2011).

In this study, several procedures were employed to establish the validity of the instruments. Content validity was ensured through expert evaluation by three professors in Applied Linguistics and two professional translators, who reviewed the accuracy of the back-translation and the appropriateness of each item for the target context. Their feedback confirmed that the items adequately represented the intended constructs. Next, construct validity—which refers to the degree to which an instrument truly measures the theoretical construct it is intended to represent (Kumar, 2011) —was examined using Confirmatory Factor Analysis (CFA) within a Structural Equation Modeling (SEM) framework. Construct validity encompasses two key aspects: convergent validity and discriminant validity (Fornell & Larcker, 1981). Convergent validity assesses the extent to which indicators of the same construct are highly correlated, suggesting they measure the same underlying concept (Hair et al., 2017). In this study, evidence of convergent validity was obtained by examining standardized factor loadings, all of which exceeded 0.40 and were statistically significant (see Appendix F), following Kline's (2014) guidelines. According to Kline (2014), factor loadings were categorized as low (<0.4), acceptable (0.4–0.6), or high (>0.6).

Discriminant validity, on the other hand, evaluates the extent to which constructs that are expected to be unrelated are indeed distinct from one another (Kumar, 2011). It was assessed using the Heterotrait-Monotrait (HTMT) ratio of correlations. The HTMT value between the two higher-order constructs—achievement emotions and engagement—was 0.174, well below the conservative threshold of 0.85 (Henseler et al., 2015). This finding provides strong evidence of discriminant validity and confirms that the two constructs are empirically distinct. All the tests were performed using Jamovi 2.6.44 software.

Model fit was evaluated according to the criteria established by Hu and Bentler (1999), using indices such as Chi-square test (χ^2), the Comparative Fit Index (CFI), the Tucker–Lewis Index (TLI), and the Root Mean Square Error of Approximation (RMSEA). The results (see Table 3.3) met all recommended cut-off values, confirming that the model demonstrated an acceptable to excellent overall fit.

Table (3.3): Goodness of fit.

		Threshold		
Criteria		Terrible	Acceptable	Excellent
CMIN	2059			
Df	1072			
CMIN/df	1.920	<5	<3	<1
RMSEA	0.0527	>0.08	<0.08	<0.06
CFI	0.714	<0.9	>0.95	>0.9
TLI	0.825	<0.9	>0.95	>0.9
SRMR	0.0589	>0.1	>0.08	<0.08

3.6.2 Reliability and Validity of the Semi-Structured Interviews

Prior to conducting the interviews, the interview guide underwent a thorough revision process. In doing so, five professors in the field of second language acquisition reviewed the guide and provided some constructive feedback. Their suggestions were used to evaluate whether the questions were suitable for the research objectives (face validity) and whether they adequately addressed the core constructs of the study and were capable of generating meaningful, in-depth responses.

To enhance the trustworthiness of the qualitative analysis, qualitative researchers commonly apply strategies that strengthen credibility, dependability, and confirmability (Wood et al., 2020). In this study, several strategies were implemented to ensure the robustness of the findings. First, peer debriefing was conducted with two colleagues who had

experience in qualitative research methods to enhance the credibility and consistency of the coding process. Peer debriefing, as noted by Wood et al. (2020), involves inviting knowledgeable peers to critically examine the researcher's analytic decisions. During these sessions, the researcher presented coded extracts, emerging themes, and interpretations, while the peers provided feedback, challenged assumptions, and offered alternative viewpoints. This process helped minimize potential bias and ensured that interpretations remained closely aligned with the data.

Second, member checking was undertaken to confirm the accuracy and validity of the interpretations. According to Wood et al. (2020), member checking involves returning interpretations or emerging themes to participants so they can verify whether these authentically represent their experiences. In this study, preliminary themes and sub-themes were shared with a subset of participants (N = 5). Participants were invited to review the interpretations and to offer clarifications or additional insights. Their feedback was incorporated into the final thematic structure, ensuring that the findings were grounded in participants' perspectives and thus enhancing the credibility of the analysis.

Third, audit trails were maintained to strengthen transparency and dependability. Wood et al. (2020) define an audit trail as a detailed record of all stages of the research process, including data management, coding decisions, theme development, and reflexive notes. Following their recommendations, comprehensive documentation was maintained throughout the analysis, including analytic memos, coding revisions, and decisions made when refining themes. This systematic documentation allowed the analytical process to be traced clearly, thereby enhancing the study's dependability and confirmability.

Together, these strategies—peer debriefing, member checking, and audit trails—strengthened the overall trustworthiness of the qualitative findings, ensuring that they were credible, dependable, and reflective of participants' genuine experiences.

3.7 Pilot Study

A pilot study is a small-scale preliminary investigation conducted before the full-scale research to identify potential problems in the research instruments and refine the methodology (Mackey & Gass, 2005). Piloting provides essential feedback that enables researchers to make adjustments, ensuring that the instruments function as intended (Bryman, 2012). For this study, a pilot was conducted at the Faculty of Education of Abu-Issa, one of the two research sites. This location was selected based on convenience, as it was easily accessible to the researcher and allowed for a practical implementation of the piloting procedure.

The pilot study served three main purposes: (a) to ensure the clarity of the research instruments to the participants, (b) to estimate the time required to complete each instrument (Dörnyei, 2007), and (c) to examine whether the instruments measured the intended constructs (Mackey & Gass, 2005). Conducting a pilot before the main data collection was especially valuable, as several issues were identified in the instruments and subsequently revised.

3.7.1 Piloting the Questionnaire

The pilot of the questionnaire was conducted in June 2024 with 25 students, purposefully selected from various academic semesters to ensure diversity and to represent different levels within the target population. During the pilot phase, several participants struggled to understand some questionnaire items due to their limited English proficiency. To enhance clarity and ensure accurate responses, the questionnaire was translated into Arabic, the participants' first language. To maintain accuracy and minimize translation bias, the instrument was back-translated into English by two expert translators.

3.7.2 Piloting the Semi-Structured Interviews

The pilot study of the semi-structured interviews took place in July 2024. The interview guide consisted of two sections designed to explore students' perceptions of how their

achievement emotions—both positive and negative—related to their classroom engagement. The interview protocol was piloted with three participants purposefully selected from those who had completed the questionnaire in the quantitative phase. The analysis of the pilot interviews revealed no major issues with the interview guide. However, one question was found to be unclear and difficult for some participants to answer, and it was therefore reworded for clarity. The original and revised versions are presented below.

Original Question:

How important is it for you to have your emotions appreciated by peers and teachers in class?

Revised Question:

What roles do your teachers and classmates play in making you feel more engaged or confident?

3.8 Ethical Considerations

Ethics are moral principles that guide the way people think and act in particular situations. Research ethics specifically govern how studies are conducted (Maylor & Blackmon, 2005). Ethical considerations are essential to professional research, as they help avoid harm to participants and ensure that consent is informed (Anwar, 2015). Before collecting the data, ethical approval to conduct the study was obtained from the two colleges involved. Formal letters were sent to the heads of the English departments to provide an overview of the study and to request permission to carry out the research within their institutions. Approval was subsequently granted (see Appendix A). After receiving institutional approval, the researcher's first step was to speak with the teachers in order to obtain their permission to collect data from their classes.

Gaining the informed consent of participants is a paramount ethical principle that must be considered. Accordingly, before administering the questionnaires, the students consent was asked and students were given a brief explanation of the research purpose, possible benefits of taking part in the research, data privacy and confidentiality in Arabic to avoid ambiguities or misunderstandings. In this briefing, student participants were given time to reflect on the information provided and to ask questions in either Arabic or English. It was also made clear to the students that participation was completely voluntary, and that refusal or withdrawal at any stage would not affect their studies in any way. All the participants who showed willingness to take part in this study were required to show acceptance of participation by saying “I agree to participate” instead of signing an informed consent. In line with practices highlighted in the literature, this study adopted verbal informed consent, which has been shown to be as reliable as written consent when appropriate documentation procedures are followed (Flory & Emanuel, 2004). Students confirmed their willingness to participate verbally, which also helped avoid the practical difficulties and time consumption associated with signing written forms.

Another potential ethical issue is anonymity and confidentiality. To ensure confidentiality and anonymity, pseudonyms have been used throughout this thesis. In the preliminary quantitative phase of the study, for example, each questionnaire was labelled numerically. These codes were used throughout the various stages of the research. For the qualitative interviews, audio recordings and transcripts were stored securely on a password-protected device accessible only to the researcher. By implementing these measures, the study ensured the protection of participants’ rights and upheld the ethical standards expected in contemporary educational research.

3.9 Data Collection Procedures

The process of collecting the required data for this study was carried out in two distinct periods, reflecting the two phases of the research design. The first quantitative phase, was conducted in June 2024, while the second phase, qualitative, was carried out in July 2024. The researcher obtained permission from the heads of the English Departments in the relevant colleges and ensured that all institutional requirements were met prior to data collection.

During the first phase, the researcher distributed the questionnaires to students during their scheduled break time. Before administration, the purpose of the study and the questionnaires were explained, including instructions on how to complete it. Participation was voluntary, and students were assured that their responses would remain confidential. Teachers assisted in facilitating the distribution and completion of the questionnaires. A total of 350 questionnaires were collected, of which 332 were valid and included in the analysis. Each questionnaire required approximately 5–7 minutes to complete, and students were encouraged to ask questions for clarification.

For the second qualitative phase, semi-structured interviews were conducted with students who volunteered to participate. Invitations were sent a few days in advance via WhatsApp, and interviews were scheduled at times convenient for the students. All interviews ($n = 9$) were conducted individually and face-to-face in a quiet office space during students' break times to avoid interrupting lessons. At the beginning of each interview, the researcher engaged in informal conversation (not recorded) to establish rapport, asking questions such as, "How was your last class?" or "How is your day going so far?" The researcher then explained the purpose and approximate duration of the interview, emphasized voluntary participation, and reassured participants of confidentiality and anonymity (Kvale, 2008). With

participants' consent, interviews were audio-recorded using two devices to prevent data loss (Richards, 2003).

Seven interviews were conducted in Arabic, based on pilot-study findings that most students felt more confident expressing their thoughts in their first language, while two students preferred English. Interviews lasted approximately 15–25 minutes. During the interviews, the researcher acted as a facilitator, asking open-ended questions, probing for clarification, and checking understanding, while avoiding judgmental comments. Minimal verbal cues (e.g., “I see,” “yes”) and non-verbal gestures (e.g., nodding) were used to encourage participants. Responses were paraphrased or summarized when necessary to ensure accuracy and to prompt further elaboration.

Although an interview guide had been prepared, the semi-structured format allowed flexibility, with the guide serving as a checklist rather than a strict script (Kvale, 2008). The researcher followed the natural flow of conversation and built on participants' responses to transition between topics (Richards, 2009). Each interview concluded with the researcher thanking participants and inviting them to add any final comments or questions.

3.10 Data Analysis

To address the research questions, the study applied different analytical procedures aligned with its mixed-methods design. The quantitative data were analyzed using statistical techniques to establish the validity of the instruments and to examine the relationships among the variables. The qualitative interview data were analyzed through thematic analysis, which helped capture deeper insights into learners' experiences. Using both forms of analysis provided a more comprehensive and reliable understanding of the findings.

3.10.1 Quantitative Data Analysis

Initially, the data were screened for invalid or incomplete responses, which were excluded from further analysis. Subsequently, confirmatory factor analysis (CFA) was conducted using Jamovi 2.6.44 to evaluate the internal consistency and construct validity of the scales, ensuring that the items effectively measured the intended dimensions of L2 engagement and achievement emotions. Following this, the potential relationship between EFL learners' achievement emotions and their L2 engagement was examined through structural equation modelling (SEM). As an analytical approach, SEM enables researchers to simultaneously assess relationships among multiple variables while accounting for measurement error, which cannot be fully addressed through traditional correlational techniques (Mueller & Hancock, 2018). Model fit was assessed using several indices, including the Chi-square test (χ^2), the Comparative Fit Index (CFI), the Tucker–Lewis Index (TLI), and the Root Mean Square Error of Approximation (RMSEA). Finally, multiple regression analysis (MRA) was carried out to evaluate the predictive power of positive and negative achievement emotions.

3.10.2 Qualitative Data Analysis

Unlike quantitative analysis, analyzing qualitative data is not straightforward. Although there is no universal consensus on rules for qualitative analysis, this study followed the six-phase thematic analysis framework outlined by Braun and Clarke (2021), which was found to be flexible, comprehensive, and rigorous. This included familiarizing myself with the transcripts, generating initial codes, grouping these codes into potential themes, reviewing and refining the themes, defining and naming them, and finally producing a clear and coherent account of the findings.

Thematic analysis allowed the researcher to analyze data both inductively and deductively, informed by existing research on achievement emotions and engagement, while

remaining open to emerging themes. The analysis began with verbatim transcription of all interviews, excluding speech characteristics such as repetitions or grammatical errors to facilitate comprehension (Kvale, 2008). To maintain ethical standards, participants' names, third parties, and places mentioned were anonymized. The transcripts, originally in Arabic, were translated into English with the assistance of two professional translators to ensure consistency and accuracy. Emphasis was placed on preserving meaning rather than word-for-word equivalence, particularly for colloquial expressions. Next, the researcher read the entire dataset to gain a general understanding before coding the data. First-level coding involved labeling relevant points descriptively, using a combination of inductive codes derived from the data and deductive codes based on existing frameworks (e.g., Horwitz., 2010). Second-level coding grouped similar first-level codes into broader categories, focusing on patterns across the dataset (Miles et al., 2014).

Finally, codes were organized into potential themes and sub-themes, which were reviewed iteratively to ensure they represented coherent patterns across the data. Themes were then defined and labeled clearly to accurately reflect the participants' experiences (Braun & Clarke, 2021). This systematic approach ensured rigor while allowing for a rich, nuanced understanding of learners' achievement emotions and engagement in the language classroom.

3.11 Researcher Role

In this study, the role of the researcher was multifaceted. The researcher recruited the participants, collected survey data, conducted the interviews, translated and transcribed the interview data, and finally, analyzed, interpreted, and reported the results. Analyzing the data by the researcher herself facilitated the researcher's understanding of the data as Merriam and Tisdell (2015) suggest. Throughout the data collection process, the researcher assumed the role of an insider. As a former student in the two institutions of study, the researcher was familiar with the departmental policies and knew most of the instructors. This familiarity

facilitated the data collection process in areas such as getting permissions or approvals and recruiting participants. It also allowed for better interpretation of specific context-related data.

3.12 Summary of the Chapter

This chapter presented the research methodology adopted in the study. It outlined the mixed-methods explanatory sequential design, described the research site, sampling procedures, and participant characteristics, and detailed the quantitative and qualitative data collection instruments. The chapter also discussed the procedures used to ensure reliability and validity, the pilot study, ethical considerations, data collection and analysis methods, and the role of the researcher. Together, these methodological choices provided a rigorous framework for addressing the research questions

Chapter Four

Analysis and Results

4.0 Introduction

This chapter presents the findings of the study in line with the research questions. The results are reported in two parts, reflecting the explanatory sequential design of the study. The first part outlines the quantitative results from the questionnaires, examining the associations between EFL learners' achievement emotions and their behavioral, emotional, and cognitive engagement, as well as the predictive role of emotions on engagement.

The second part reports the qualitative findings from semi-structured interviews, which provide deeper insights into learners' perceptions of how emotions shape their engagement. Together, these two strands offer a comprehensive understanding of the relationship between achievement emotions and engagement in the Libyan EFL context. The chapter concludes with a summary of the key quantitative and qualitative findings.

4.1 Quantitative Results

The collected quantitative data were pre-processed to ensure accuracy and readiness for statistical analysis. The responses were first examined for odd patterns, leading to the identification and removal of 18 anomalous cases out of 350 disrupted questionnaires. After these adjustments, a total of 332 valid responses were retained.

4.1.1 Associations between Achievement Emotions and L2 Engagement

With the validity and reliability of the instruments confirmed, the first research question was explored. Bivariate correlational analysis was performed in this study to examine and explain the strength and direction of the linear relationships between students' achievement emotions and their engagement. A correlation model was constructed using SEM (Structural Equation Modelling), and the findings are summarized in Table (4.1).

The correlation analyses revealed positive and statistically significant relationship between achievement emotions and all three components of L2 engagement. Specifically, the strongest association was observed between achievement emotions and emotional engagement ($r = .619, p = .001$), followed by a moderate positive correlation with behavioral engagement ($r = .467, p = .001$). Finally, the connection between achievement emotions and cognitive engagement, while slightly weaker, also reflecting a moderate positive relationship ($r = .455, p = .001$). According to Cohen et al. (2018), correlation range was divided into three categories: small ($r = 0.10$ to 0.29), medium ($r = 0.30$ to 0.49) and large ($r = 0.50$ to 1.0).

Table (4.1): Correlation between the constructs

Constructs		R
BE	AE	0.467
EE	AE	0.619
CE	AE	0.455

BE = Behavioral Engagement; EE = Emotional Engagement; CE = Cognitive Engagement; AE = Achievement Emotions; R= Correlation coefficient

4.1.1.1 Correlation between Achievement Emotions and Behavioral Engagement.

The correlation analysis revealed several achievement emotions significantly predicted learners' behavioral engagement. As shown in Table (4.2), positive emotions such as enjoyment, hope, and pride were found to be positive and significant predictors of engagement. Specifically, enjoyment ($\beta = 0.287, p < .001$), hope ($\beta = 0.345, p < .001$), and pride ($\beta = 0.347, p < .001$) were all positively associated with learners' engagement, indicating that higher levels of these emotions are linked to stronger behavioral involvement in language learning activities.

Among the negative emotions, anger ($\beta = -0.136, p = 0.013$), anxiety ($\beta = -0.150, p = 0.015$), shame ($\beta = -0.159, p = 0.021$), hopelessness ($\beta = -0.204, p < .001$), and boredom ($\beta =$

-0.198, $p < .001$) showed significant negative effects on behavioral engagement. This suggests that learners experiencing these emotions are less likely to participate actively in classroom tasks.

Table (4.2): Correlation between achievement emotions and behavioral engagement

Predictor	SE	T	P (sig.)	Standard Estimates (β)	
Enjoyment	0.0643	5.45	<.001	0.287	Positive and significant
Hope	0.0650	6.67	<.001	0.345	Positive and significant
Pride	0.0622	6.73	<.001	0.347	Positive and significant
Anger	0.0508	-2.49	0.013	-0.136	Negative and significant
Anxiety	0.0484	-2.21	0.015	-0.150	Negative and significant
Shame	0.0439	-1.23	0.021	-0.159	Negative and significant
Hopelessness	0.0504	-3.79	<.001	-0.204	Negative and significant
Boredom	0.0513	-3.68	<.001	-0.198	Negative and significant

4.1.1.2 Correlation between Achievement Emotions and Emotional Engagement.

To further explore the role of achievement emotions in learner engagement, this section examines their relationship with emotional engagement, which refers to learners' affective involvement and emotional connection to the classroom activities.

Table (4.3): Correlation between achievement emotions and emotional engagement

Predictor	SE	T	P (sig.)	Standard Estimates (β)	
Enjoyment	0.0562	13.29	<.001	0.590	Positive and significant
Hope	0.0635	9.63	<.001	0.468	Positive and significant
Pride	0.0632	7.79	<.001	0.394	Positive and significant
Anger	0.0523	-3.43	<.001	-0.186	Negative and significant
Anxiety	0.0497	-2.38	0.018	-0.130	Negative and significant
Shame	0.0450	-2.91	0.004	-0.158	Negative and significant
Hopelessness	0.0519	-4.38	<.001	-0.234	Negative and significant
Boredom	0.0501	-7.55	<.001	-0.384	Negative and significant

The correlation results show that enjoyment ($\beta = 0.590$, $p < .001$), hope ($\beta = 0.468$, $p < .001$), and pride ($\beta = 0.394$, $p < .001$) were significant positive predictors of emotional engagement. These findings suggest that when learners experience these positive emotions, they are more emotionally invested in the learning process and more likely to express interest, enthusiasm, and satisfaction in classroom participation.

In contrast, anger ($\beta = -0.186$, $p < .001$), and anxiety ($\beta = -0.130$, $p = 0.018$), shame ($\beta = -0.158$, $p = 0.004$), hopelessness ($\beta = -0.234$, $p < .001$), boredom ($\beta = -0.384$, $p < .001$) showed significant negative effects on emotional engagement. These emotions appear to weaken learners' affective connection with learning tasks, making them less likely to feel

emotionally attached or motivated to continue. Overall, the findings emphasize that learners' emotional connection to the classroom is primarily fueled by positive achievement emotions. The following section examines how these emotions influence cognitive engagement.

4.1.1.3 Correlation between Achievement Emotions and Cognitive Engagement.

The third dimension of engagement analyzed in this study is cognitive engagement, which refers to learners' investment or mental effort, deep processing, and willingness to apply strategies in language learning.

Table (4.4): Correlation between achievement emotions and cognitive engagement.

Predictor	SE	T	P (sig.)	Standard Estimates (β)	
Enjoyment	0.0626	7.08	<.001	0.363	Positive and significant
Hope	0.0635	7.91	<.001	0.399	Positive and significant
Pride	0.0622	6.73	<.001	0.348	Positive and significant
Anger	0.0509	-2.25	0.025	-0.123	Negative and significant
Anxiety	0.0481	-2.12	0.035	-0.116	Negative and significant
Shame	0.0436	-2.17	0.031	-0.119	Negative and significant
Hopelessness	0.0502	-4.16	<.001	-0.223	Negative and significant
Boredom	0.0510	-4.24	<.001	-0.227	Negative and significant

Correlation analysis indicated that enjoyment ($\beta = 0.363, p < .001$), hope ($\beta = 0.399, p < .001$), and pride ($\beta = 0.348, p < .001$), were significant positive predictors of cognitive engagement. These findings suggest that learners who feel optimistic, proud, and enjoy learning are more likely to devote sustained attention and cognitive resources to tasks. Conversely, anger ($\beta = -0.123, p < .001$), anxiety ($\beta = -0.116, p < .001$), shame ($\beta = -0.119, p < .001$), hopelessness ($\beta = -0.223, p < .001$), and boredom ($\beta = -0.227, p < .001$), had significant negative effects on cognitive engagement. Learners experiencing these negative emotions appear less inclined to engage in higher-order thinking or apply deep learning strategies, potentially leading to more surface-level participation in classroom activities.

4.1.2 The Predictive Role of Achievement Emotions in L2 Engagement

The MRA was performed to determine the predictive role of achievement emotions in learners' L2 engagement. The regression analysis outcomes are presented in Table (4.5) below. The results indicated that both positive and negative achievement emotions served as moderate to strong predictors for all three dimensions of L2 engagement. As shown in the overall regression outcomes (Table 4.5), achievement emotions explained 38.3% of the variance in emotional engagement, 20.7% in cognitive engagement, and 21.8% in behavioral engagement. The regression analysis revealed that achievement emotions accounted for 36% of the variance in overall students' engagement ($R^2 = .36$), indicating that students' achievement emotions were significant predictors of their engagement levels.

Table (4.5): Results of MRA.

Constructs		R	R ²
BE	AE	0.467	0.218
EE	AE	0.619	0.383
CE	AE	0.455	0.207
Eng	AE	0.600	0.36

AE= Achievement Emotions, BE= Behavioral Engagement, EE= Emotional Engagement, CE= Cognitive Engagement; Eng = Engagement; R= Correlation coefficient; R²= coefficient of determination

Ozili (2023) explains that in social science research, an R-squared value between 0.10 and 0.50 is acceptable and considered moderate, provided that some or most of the explanatory variables are statistically significant. This is because social science models often aim to examine relationships rather than predict outcomes, and human behavior is inherently variable and difficult to model precisely. Therefore, despite the moderate R² values, the current model is deemed satisfactory since several predictors demonstrated significant relationships with the dependent variable of L2 engagement (see Table 4.6).

Table (4.6): Regression for the dimensions of achievement emotions.

Predictor	Standard Estimates (β)	SE	T	P (sig.)	
Enjoyment	0.2104	0.2715	6.779	<.001	Positive and significant
Hope	0.2542	0.0533	3.634	<.001	Positive and significant
Pride	0.1353	0.0688	3.875	0.024	Positive and significant
Anger	-0.0181	0.0598	2.270	0.031	Negative and significant
Anxiety	-0.1914	0.0426	-0.331	0.027	Negative and significant
Shame	-0.1199	0.0529	1.263	0.019	Negative and significant
Hopelessness	-0.1823	0.0495	1.609	0.008	Negative and significant
Boredom	-0.1347	0.0530	-2.686	0.030	Negative and significant

The table above (Table 4.6) has shown the effect size of eight dimensions of achievement emotions on student engagement dependent variable. The regression analysis

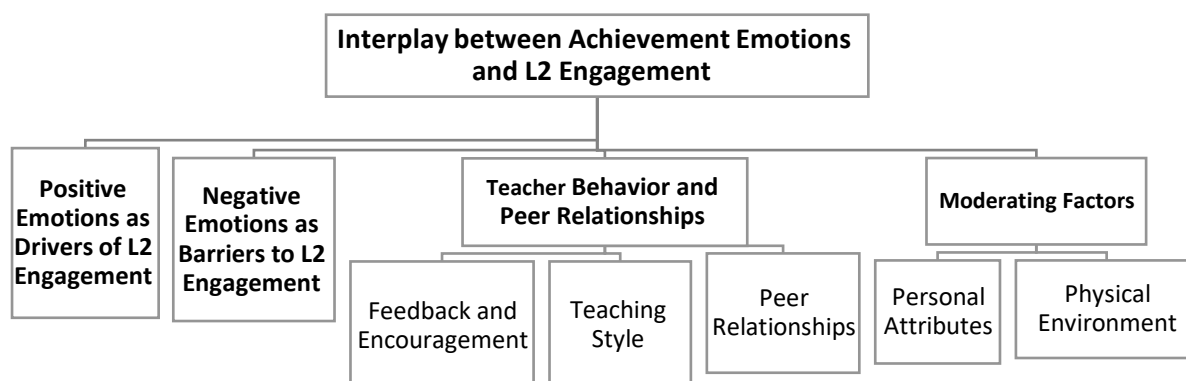
revealed that three positive activating emotions (enjoyment, hope, and pride) were significant positive predictors of engagement. Specifically, enjoyment ($\beta = 0.2104$, $p < .001$) hope ($\beta = 0.2542$, $p < .001$), and pride ($\beta = 0.1353$, $p = .001$) each contributed meaningfully to higher engagement levels.

Conversely, negative emotions –anger ($\beta = -0.0181$, $p = .031$), anxiety ($\beta = 0.0914$, $p = .027$), shame ($\beta = -0.1199$, $p = .019$), hopelessness ($\beta = -0.1823$, $p = .038$), and boredom ($\beta = -0.1347$, $p = .008$) – were significant negative predictors.

4.2 The Qualitative Results

The third research question examined students' perceptions of the relationship between their achievement emotions and L2 engagement in academic settings. Analysis of the semi-structured interviews revealed that students perceived both positive and negative achievement emotions as significantly influencing classroom engagement. In addition, the data highlighted that teachers' behavior was a prominent factor in shaping students' engagement, while other factors—such as peer interactions, environmental conditions, and personal attributes—also played a role. As shown in Figure (4.1), thematic analysis identified four overarching themes, each comprising multiple sub-themes, which collectively illuminate how positive and negative emotions, teacher behavior, and contextual factors interact to shape students' participation and involvement in L2 classrooms.

Figure (4.1): Thematic analysis diagram



4.2.1 Positive Emotions as Drivers of L2 Engagement

Positive achievement emotions, including enjoyment, pride, and hope, were consistently described as enhancing motivation, confidence, and active participation. Students reported that these emotions fostered a positive mindset and a greater willingness to engage with learning activities.

Enjoyment

Enjoyment was a central driver of engagement. Students frequently noted that interactive tasks, group work, and dynamic activities increased their interest and participation. For example, S8 explained:

I noticed a big difference between traditional teaching methods, which simply present the lesson, and interactive approaches that include tasks, group work, and dynamic activities. These classes are much more enjoyable... When I felt enjoyment in class, I participated more and was more eager to ask questions.

Several participants highlighted the cognitive benefits of enjoyment, for example, S6 noted that: *“When I enjoy the class, I participate more and I understand the material easily. The more I enjoy the class, the more I remember it.”*

Moreover, S7 emphasized the energizing effect of enjoyable classes: *“I find group work much more enjoyable than working alone. I also feel more energized in fun classes, and that increases my participation.”*

Pride

Pride was another significant motivator. Students reported that receiving recognition for their achievements encouraged them to set higher goals and engage more actively. For instance, S8 stated: *“Receiving praise in class gave me a strong sense of achievement and motivation to engage even more.”* Similarly, S6 described how attaining the highest quiz mark boosted her confidence: *“That experience boosted my confidence... I actively participated in class and felt very comfortable. That sense of pride made me more relaxed and eager to participate and answer the teacher’s questions.”*

In addition, students frequently linked pride to teacher encouragement. S7 recalled: *“The teacher praised me publicly and awarded me an extra mark... After that, I gained confidence and felt less afraid to share my ideas.”* Even introverted students, such as S4, reported that pride helped them overcome shyness: *“The teacher praised me in front of the entire class, and I felt an immense sense of pride... It kept me excited and engaged throughout the session.”*

Hope

Hope was associated with growing understanding and confidence in managing coursework. Many participants mentioned that hope can increase learners’ engagement. For instance, S6 explained that: *“Whenever I start to understand the*

materials and feel confident I can handle the coursework, that sense of hope really motivates me... It definitely boosts my engagement in class.” Hope was also linked by some students to well-designed tasks, as S7 explained:

Each time I completed one, I felt hopeful. It made me believe that I could master writing and improve my English. When I feel hopeful, I do not get afraid of making mistakes... I am more willing to participate, even if I receive negative comments.

Overall, students emphasized that positive emotions created a reinforcing cycle of engagement, confidence, and achievement. As S1 summarized: *“Positive emotions act as a catalyst, motivating you to put in more effort and reach new milestones.”*

4.2.2 Negative Emotions as Barriers to L2 Engagement

Negative emotions—including anxiety, anger, shame, hopelessness, and boredom—were consistently associated with reduced participation, withdrawal, and disengagement.

Anxiety

Anxiety was particularly salient during speaking activities due to fear of negative evaluation. Several participants articulated that anxiety, particularly during speaking tasks and activities, can inhibit L2 learners’ willingness to participate. For example, an S7 expressed that: *“Speaking and listening classes often make me feel anxious... I worry about making mistakes or forgetting words.”* This quote reflects how anxiety interferes with learners’ confidence and suppresses behavioral engagement, especially in oral tasks.

Anger

Anger, often triggered by harsh criticism or ineffective teaching, also hindered engagement. S8 described: *“After receiving harsh criticism, the entire class collectively decided not to participate anymore.”* In the same vein, S5 recalled that unprepared teaching

led students to disengage: *“Most of students were on their phones... Only a few students stayed engaged just to figure out what would be on the test.”* This response highlights how anger can spread collectively and result in shared disengagement.

Hopelessness

Hopelessness stemmed from repeated failures, overwhelming workloads, or insufficient support. S6 described the pressure of excessive material: *“I felt hopeless and worried that I would never be able to pass the course.”* S7 shared a similar experience, highlighting the demotivating impact of academic setbacks: *“I experienced a sense of hopelessness when a teacher informed me that I had not made noticeable progress... I often submitted assignments at the last minute, reflecting my lack of focus.”* This indicates how hopelessness can lead to procrastination and reduced cognitive engagement.

Boredom

Boredom, often resulting from repetitive or monotonous lessons, contributed to disengagement. S3 noted: *“I feel bored when a teacher repeats the same information over and over.”* Similarly, S9 observed that: *“If the teacher is disengaged... I quickly become bored. Sometimes I leave the lecture altogether.”* These responses demonstrate that boredom can escalate from passive disengagement to complete withdrawal from learning activities.

4.2.3 Teacher Behavior and Peer Relationships

Teacher behavior strongly influenced students’ emotional engagement, with two interrelated dimensions emerging as particularly salient: feedback and encouragement, and teaching style. While teachers played a central role in shaping the emotional climate of the classroom, peer interactions also contributed to students’ motivation, confidence, and willingness to participate. Together, teacher practices and peer dynamics formed a shared social environment that either facilitated or constrained engagement.

Feedback and Encouragement

Constructive feedback and encouragement boosted confidence and participation. S4 explained: *“Positive feedback sustained my participation despite being naturally introverted.”* Conversely, harsh criticism or lack of support led to frustration and withdrawal. S8 described: *“Comments like ‘Your work is rubbish’ made me disengage and attend only for tests.”*

Teaching Style

Students associated engagement with clear, structured lessons and interactive activities. S8 reported: *“Classes with clear goals and interactive activities were much more enjoyable.”* Poorly prepared lessons reduced motivation, as S5 noted: *“When teachers simply read from notes, many students used their phones instead of engaging.”* S3 similarly described frustration when teachers repeated material without ensuring understanding. Overall, teacher behavior—including feedback, enthusiasm, and clarity—played a central role in shaping students’ emotional and participatory engagement.

Peer Relationships

While generally less influential than teachers, supportive peers contributed to motivation and confidence. S8 noted that encouragement from classmates *“boosted [her] confidence and motivated [her] to keep participating.”* S5 described a best friend as a source of *“motivation and encouragement to study or prepare for an upcoming class.”*

Positive peer interactions complemented teacher support, fostering a collaborative and engaging learning environment. This is consistent with research on collaborative learning and peer scaffolding, which shows that perceived peer support enhances participation and persistence (Mercer & Dörnyei, 2020).

4.2.4 Other Factors Moderating Student Engagement

While teacher behavior and achievement emotions were central, additional factors moderated how students experienced engagement. These include personal attributes, and broader environmental conditions.

Personal Attributes and Coping Mechanisms

Students' dispositions and coping strategies shaped their responses to emotional challenges. Optimism, resilience, and flexibility enabled some learners to maintain engagement even in difficult circumstances.

S1 explained: *“There were some negative vibes this term, but I think it also depends on your perspective; I am an optimistic person by nature.”* S6 described how her easygoing personality helped her ignore minor setbacks. S2's experience illustrates the interaction between personal disposition and teacher support:

I first thought I was a terrible student and that my fear was unusual. I hardly engaged in class and only spoke when directly asked by the teacher. However, my teacher reassured me that this fear was completely normal and that it would fade with time if I pushed myself to speak. I took her advice, and now I am doing so much better.

Physical Environment and L2 Engagement

Environmental and structural conditions also affected engagement. S9 reported that hot and humid weather made concentration difficult.

“Emotions play a significant role in engagement, but there are other factors. For instance, the weather can have a big impact, especially when it is humid, it makes really hard to maintain focus in class when you are uncomfortable”.

Academic scheduling and workload were additional moderators that affect students' engagement. For example, S6 observed that consecutive lectures were exhausting and that

short breaks of five to ten minutes helped maintain focus. She mentioned: *“I find myself struggling to focus and engage in class when I have three of four consecutive lectures in one day, I would appreciate it when I can have five or ten minutes break between classes”*.

These findings indicate that engagement is influenced not only by classroom interactions but also by external environmental and structural factors. Awareness of these factors can inform the design of more supportive and emotionally sustainable learning environments.

4.3 Summary of the Chapter

This chapter presented the findings and analysis in accordance with the research questions. The quantitative results indicated that achievement emotions significantly influenced learners’ behavioral, emotional, and cognitive engagement. Positive emotions such as enjoyment, hope, and pride enhanced engagement, whereas negative emotions including boredom, hopelessness, and anger diminished it. The qualitative findings further illuminated students’ perceptions of how emotions shaped their engagement, emphasizing that positive feelings fostered confidence and participation, while negative ones led to disengagement and demotivation. Additionally, teacher behavior, pedagogical clarity, personal attributes, and contextual factors such as peer support and environmental conditions were identified as important moderators of engagement. Overall, the findings highlight the central role of emotions and classroom context in shaping EFL learners’ engagement in the Libyan setting.

Chapter Five

Discussion and Conclusion

5.0 Introduction

This chapter discusses the findings obtained in Chapter Four. These findings are presented according to the sequence of the research questions. The first question examined the correlation between achievement emotions and classroom engagement. The second research question aimed to explore the predictive power of achievement emotions on engagement. Finally, the third research question examined the students' perspective on the relationship between their achievement emotions and engagement. The main answers to these research questions are discussed below. A brief summary of the findings that pertain to the particular research questions will be presented first, followed by a discussion of those findings with reference to the literature and theory. This chapter also presents limitations of the study and suggestions for further research. The final section presents the conclusion and implications of the study.

5.1 Discussion

This section discusses the findings of the present study in relation to the research questions, the theoretical framework, and previous empirical studies. The discussion aims to interpret the quantitative and qualitative findings and explain their significance within the concept of Libyan EFL learning. The findings are presented according to the sequence of the research questions. First, the relationship between achievement emotions and L2 engagement is discussed, followed by the predictive role of achievement emotions in learner engagement. Finally, learners' perspectives on the interplay between achievement emotions and engagement are examined, together with the contextual factors that were found to shape engagement experiences.

5.1.1 Research Question 1

Is there any significant association between Libyan EFL learners' achievement emotions and their cognitive, behavioral, and emotional engagement?

The correlation analyses evinced close connections between participants' achievement emotions and all components of L2 engagement (behavioral, cognitive, and emotional). This result highlights the tight connection between learners' positive and negative emotions and their active involvement within L2 contexts. This aligns with the findings of prior research addressing the potential connections between learners' emotions and their participation in language classes.

For instance, this outcome echoes those of Derakhshan and Fathi (2023) and Liang et al. (2023), who found that enjoyment as a positive achievement emotion is strongly linked to learners' engagement language classrooms. This outcome also mirrors that of Derakhshan and Yin (2024), who reported that positive achievement emotions, including pride, enjoyment, and hope, are connected to English learners' engagement in academic settings.

Regarding the interplay of negative emotions and learners' engagement, the results support those of Macklem (2015) and Xie (2021), who pinpointed that the more engaged the learners are, the less bored they are and the less monotonous they find the class activities. Likewise, the study results are consistent with those of Tsang and Dewaele (2023), who discovered strong relationships between language learners' negative emotions, namely boredom and anxiety, and their classroom engagement. Additionally, the results of the present study accord with Shakki's (2023) findings, which demonstrated a tight connection between EFL students' negative achievement emotions and their academic engagement.

5.1.2 Research Question 2

To what extent, if any, do Libyan EFL learners' achievement emotions predict their cognitive, behavioral, and emotional engagement?

Furthermore, the regression analyses revealed that both negative and positive achievement emotions served as powerful predictors of learners' L2 engagement. As shown by the regression analysis outcomes, positive achievement emotions like pride, hope, and enjoyment brought positive variations in students' L2 engagement, whereas negative achievement emotions, such as hopelessness, anger, shame, anxiety, and boredom, brought negative changes in the participants' levels of engagement. This underscores the dual role of achievement emotions in driving notable variations in learners' emotional, cognitive, and behavioral engagement within L2 classroom contexts. The regression analyses findings, highlighting the predictive role of positive and negative achievement emotions in L2 engagement, provide empirical support for the theoretical assumptions of the CVT (Pekrun, 2006). This theory assumes that students' positive and negative emotions, arising from their control-value appraisals, are key factors influencing their level of engagement in academic settings (Pekrun and Linnenbrink-Garcia, 2012).

According to this theory, negative achievement emotions, such as anger, boredom, anxiety, shame, and hopelessness, can diminish students' classroom engagement by promoting avoidance-oriented behaviors (Pekrun et al., 2017). Conversely, positive achievement emotions, including pride, enjoyment, and hope, result in increased classroom engagement by fostering approach-oriented behaviors (Shao et al., 2020).

These outcomes are comparable with those of earlier studies that have examined the interaction of achievement emotions and classroom engagement. For instance, this result corroborates the outcomes of Kirkpatrick et al. (2025) who demonstrated that achievement emotions play a pivotal role in shaping multilingual learners' behavioral,

cognitive, and emotional engagement in L2 classrooms. Drawing on data from China, Iran, and Kuwait, the researchers found strong positive correlations between achievement emotions and all dimensions of L2 engagement. Regression analyses further revealed that positive emotions such as pride, hope, and enjoyment enhance engagement, whereas negative emotions like anxiety, boredom, shame, anger, and hopelessness hinder it.

Moreover, the result of the present study echoes those of Derakhshan and Noughabi (2024), who identified positive emotions as powerful predictors of students' academic engagement. This result further supports those of Shakki (2023) and Tsang and Dewaele (2023), who reported that negative emotions can result in reduced academic engagement.

5.1.3 Research Question 3

How do Libyan EFL learners perceive the interplay between their achievement emotions and their L2 engagement?

5.1.3.1 Positive and Negative Achievement Emotions and L2 Engagement

Finally, it was found that the quantitative results in this study are in congruence with the qualitative insights from the semi-structured interviews, wherein participants articulated how positive and negative emotions could influence their L2 engagement. For example, interviewees frequently associated hope, enjoyment, and pride with higher levels of focus, attention, and efforts. They also consistently linked boredom, anxiety, shame, anger, and hopelessness to lower levels of participation in L2 classrooms. This alignment between the quantitative outcomes and qualitative insights emphasizes the decisive role of positive and negative achievement emotions in shaping the emotional, cognitive, and behavioral engagement of learners. These findings resonate with the qualitative insights of Kirkpatrick et al. (2025), whose interview data indicated that learners experienced enjoyment, hope, and pride as catalysts for deeper focus, sustained effort, and active participation in L2 classrooms,

whereas anxiety, boredom, shame, anger, and hopelessness were perceived as inhibiting engagement and prompting withdrawal.

However, in addition to these expected patterns, two additional themes were identified, namely: teachers' behavior and other external and internal moderating factors. They will be discussed in the following sections.

5.1.3.2 Teacher Behavior and Peer Relationships

Although the present investigation focuses on the relationship between learner's achievement emotions and their behavioral, emotional, and cognitive engagement, separating language learning from the social dimension of engagement presents a challenge, as they overlap to a certain extent. This is because learners' engagement in language learning classrooms, particularly in terms of enjoyment and anxiety, seems to depend to a large extent not only on how an individual student is feeling but on how the entire group is feeling as well (Almukhaild, 2022). In fact, researchers (e.g. Aubrey et al., 2020; Fredricks et al., 2004; Mercer & Dörnyei, 2020) commonly acknowledge that learner engagement in general cannot be fully understood without considering the social context in which it is generated.

This section presents the contextual factors that emerged in the interview analysis as potentially affecting learners' engagement, focusing on two macro-themes: peer relationships and the teacher's supportive attitudes. The findings of this broad theme are organized under three sub-themes: teachers' feedback and encouragement, teachers' teaching style, and supportive peer relationships.

All the participants of the study emphasized the central role of the teacher, noting that the teacher's attitude, feedback, and classroom teaching strategies strongly shaped their emotions and, consequently, their engagement. This study also found that teachers and some of their features, such as care, respect, helpfulness, and positive attitude, seem to be among the factors that play a prominent role in L2 classroom engagement. These results support those

of Dewaele and Li (2021), who indicated that student engagement is a product of insights into different issues such as teacher motivation and students' emotions. In language education, teachers' emotions and practices are inseparable from those of students since they are constantly interacting with each other. Hence, the way teachers and students show, regulate, and reinforce positive emotions and tackle negative ones strongly influences their classroom engagement level.

In the L2 literature, Dörnyei and Ushioda (2011) maintained that a teacher's level of enthusiasm in class is an important indicator that the students would be more likely to be motivated to learn. Their conclusion closely resembled the findings of the present research in which they pointed out that "if a teacher is motivated to teach, there is a good chance that his or her students will be motivated to learn" (Dörnyei & Ushioda, 2011, p. 158). It is possible, therefore, to suggest, as King and Morris (2022) have noted, that teachers' emotions are in part socially constructed and should be considered within a wider social context, which would undoubtedly influence the emotions of other learners in classrooms. Conceptualizing emotions as being socially contagious, Dewaele and Li (2021) found that language teachers' emotions influenced learners' engagement.

When students perceived a teacher as enthusiastic, they were more likely to feel engaged, demonstrating more positive emotions (enjoyment and interest) and fewer negative emotions (anxiety and boredom). Supporting these findings, the results of the present investigation suggest that students are likely to feel less anxious and experience enjoyment and focus when the teacher is perceived as encouraging and enthusiastic. Of course, it is not easy for teachers to maintain such encouraging behaviors continuously because, after all, teachers are only human. It is difficult to overestimate the role of the teacher, but it is also critical to recognize that the teacher is only one important element to sustain learner emotional engagement in tasks, among other factors.

Teacher Feedback and Encouragement

In this study, teachers' praise and feedback was a prominent theme emerged in students' interviews. All students highlighted the strong evidence of teachers' praise on their engagement. They repeatedly stated that they enjoyed the class when the teacher was perceived as encouraging and enthusiastic. These findings are in line with (Reeve et al., 2019) who explain that teachers' praise makes the students feel respectable, and it increases student-teacher relations through constructing a positive learning setting, diminishes troubles in the classroom, and makes learning promising. Teachers' positive feedback, effective strategies use, respect and care are the corner stones for building a great teacher-student relationship. When the positive teacher-student interactions are shaped, learners' motivation, learning achievement, and engagement are developed (Dewaele & Li, 2021).

Teaching Style

Research suggests that teachers' utilization of proper techniques for L2 students is critical for the emergence, maintenance, and upsurge of academic engagement and achievement emotions (Shakki, 2023). In this study, students believed that teachers acting as facilitators, creating student-centered environment, and their application of diverse teaching strategies reduce L2 learners' negative emotions and facilitates their engagement in academic tasks. These results echoes with the results of Hiver et al. (2024) who found that instructors who used more consistent and varied motivational strategies demonstrated more motivated classroom behaviors.

In a similar vein, Rosalia (2024) found that student-centered teaching styles were most effective in enhancing behavioral, emotional, and cognitive engagement in EFL classrooms. The study highlights that pedagogical clarity combined with interactive practices, such as questioning, and collaborative activities, fosters students' attentiveness, enthusiasm, and deeper cognitive engagement. Taken together, these findings suggest that clear, interactive,

and supportive teaching practices are instrumental in sustaining learner engagement and encouraging positive achievement emotions in EFL contexts.

Supportive Peer Relationships

Some students reported that peers' friendly and non-judgmental support was associated with classroom engagement. However, students maintained that the role of teachers in learners' engagement is far more important than their peers support. The findings of Almkhaild (2022) are in alignment with the results of the present study, which similarly indicate that peer support plays a significant role in enhancing students' engagement; however, its influence remains secondary to the central role of the teacher in shaping learners' overall engagement.

In the same vein, Qian and Li's (2023) study further showed that supportive and collaborative peer interaction fostered emotional engagement, whereas resistant or low-mutuality peer interaction led to reduced engagement.

5.1.3.3 Other Moderating Factors

Another theme that emerged from the interviews concerned both learner-related and context-related factors influencing students' engagement. Learner-related factors included students' individual personality traits whereas contextual influences—such as classroom atmosphere, and weather conditions—were reported by some participants to affect their willingness to engage in learning activities.

Personal Attributes

The findings of the present study indicated that learners' personal attributes play an important role in shaping classroom engagement. Optimistic personality positively influenced students' engagement. Some students reported that having an easy-going, optimistic personality allowed them to prevent negative situations or discouragement from affecting their engagement in class. These findings echo those of Angelovska et al. (2021) who

examined the role of personality traits in predicting EFL learners' engagement, and concluded that individual differences in personality play a significant role in shaping learners' classroom participation.

Physical Environment

In addition to individual and peer-related factors, the physical classroom environment plays a significant role in shaping students' engagement. Some participants in the present study reported that conditions such as temperature, ventilation, and overall comfort affected their attentiveness and willingness to participate in English lessons. These findings are consistent with Wawire (2022), who observed that high temperature and poor ventilation reduce students' concentration and participation, whereas cool and well-ventilated classrooms promote active involvement. Similarly, Wali et al. (2019) found that properly facilitated classrooms significantly enhance students' performance. Their study highlighted that adequate facilities, and a supportive learning environment not only improve academic outcomes but also motivate both students and teachers to engage more effectively. Collectively, these findings indicate that optimizing classroom conditions—through appropriate temperature, ventilation, seating, and learning resources—can strongly influence students' engagement and academic achievement in EFL classrooms.

5.2 Conclusion

This chapter has discussed the findings of the study and interpreted them in light of Control-Value Theory and previous research on achievement emotions and learner engagement. The findings consistently demonstrated that achievement emotions play a significant role in shaping Libyan EFL learners' behavioral, cognitive, and emotional engagement. The discussion also highlighted the importance of contextual influences, including teacher behavior, peer relationships, and other moderating factors that contribute to

learners' engagement experiences. The following sections present the implications, recommendations, and limitations of the study.

5.3. Implications

The findings of the study hold both theoretical and practical implications for language education. On a theoretical level, they enrich the existing literature by supporting the principles of CVT within the context of L2 learning, highlighting the strong connection between achievement emotions and learner engagement.

From a practical standpoint, the findings have several implications for language teachers, policymakers, and curriculum designers in EFL contexts. Recognizing the crucial role of achievement emotions in shaping learner engagement, language teachers should prioritize fostering positive emotions and inhibiting the negative ones to enhance their learners' classroom engagement.

Policymakers and curriculum designers should also prioritize incorporating emotional dimensions into language education programs. By integrating activities that promote positive feelings and mitigate the negative ones, they can enhance learners' engagement in classroom settings.

5.4 Recommendations

Based on the findings of the study, several recommendations can be made. First, EFL teachers should incorporate engaging and interactive classroom activities that promote learners' enjoyment and interest in language learning. Activities that encourage participation, collaboration, and meaningful communication may help increase students' engagement levels.

Second, teachers should provide supportive feedback and create psychologically safe classroom environments where learners feel comfortable expressing themselves and making

mistakes without fear of embarrassment or criticism. Such environments can encourage active participation.

Third, teacher training programs should include greater emphasis on the emotional dimensions of language learning. Raising teachers' awareness of the role of achievement emotions may help them identify emotional barriers to engagement and adopt strategies to address them effectively.

Finally, educational institutions should consider classroom conditions and organizational factors that may influence learner engagement, such as scheduling, classroom comfort, and the availability of learning resources. Addressing these factors can contribute to creating learning environments that support both students' emotional well-being and academic engagement.

5.5 Limitations and Directions for Future Studies

Despite its valuable contributions to understanding the interplay between achievement emotions and L2 engagement, this study was not without limitations. The first limitation of this study concerns its cross-sectional design, which limited its ability to draw causal inferences about the association between achievement emotions and L2 engagement. Future research can overcome this limitation by employing a longitudinal design to capture the potential variations in the interactions of these constructs over time.

The second limitation of the study lies in its over-reliance on self-reported measures (i.e. questionnaires and semi-structured interviews). Although these instruments were validated and demonstrated good reliability, self-reported measures are typically subject to social desirability bias and may not fully capture the participants' actual experiences or behaviors (Kumar, 2011). Future studies should incorporate teacher evaluations or observational methods to triangulate data and provide more reliable outcomes. Although in the present study, the researcher has examined how different achievement emotions were

related to the students' engagement and their significant relationship was assured, future studies should be conducted to interpret the results by learners' individual differences.

The third limitation of this study concerns the social dimension of engagement, which was beyond the scope of the present study. Investigating how peer interactions and classroom relationships influence learners' overall engagement would provide a more comprehensive understanding of engagement in Libyan EFL contexts.

The final limitation of this research has to do with its exclusive focus on the predictive role of achievement emotions. While this inquiry assessed the impact of positive and negative emotions on learners' L2 engagement, it overlooked the influence of individual differences, which could mediate the interplay achievement emotions and L2 engagement. To offer more comprehensive insights, future investigations need to address the potential role of individual differences, such as gender, age, and language proficiency, in mediating the interaction of achievement emotions and L2 engagement.

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Appendices

Appendix A: Approval Letters from the Institutions

1: Approval Letter from the Faculty of Education of Abu-Issa

دولة ليبيا

التاريخ: 2025/5/29

إلى السيدة/ة : رئيس قسم اللغة الإنجليزية بكلية التربية أبي عيسى

أنا (إبتهاال خالد المقهور), طالبة الدراسات العليا – قسم اللغة الإنجليزية بجامعة الزاوية, أتقدم بطلبي هذا إلى حضرتكم للموافقة على عملية جمع البيانات لإتمام رسالتي الماجستير المعنونة (العلاقة بين مشاعر الانخراط لمتعلمي اللغة الإنجليزية كلغة أجنبية والمشاركة بجامعة الزاوية).

حيث أن متطلبات بحثي تستدعي جمع استبيان وإجراء مقابلات مع الطلبة.

والسلام عليكم ورحمة الله وبركاته

أما زعمت عمول إطلب
رئيس قسم اللغة الإنجليزية
جامعة الزاوية



توقيع مقدم الطلب
أبو إسحاق

2: Approval Letter from the Faculty of Arts of Zawia

دولة ليبيا
جامعة الزاوية
وزارة التعليم العالي
الدراسات العليا - قسم اللغة الإنجليزية

التاريخ: 2025/6/1

إلى رئيس/ة قسم اللغة الإنجليزية - كلية الآداب بجامعة الزاوية

أنا الطالبة: إبتهاال خالد عبدالنبي المقهور، أتقدم بطلبي هذا للحصول على إذن حضراتكم بجمع البيانات من طلبة قسم اللغة الإنجليزية - كلية الآداب بجامعة الزاوية (جمع بيانات استبيان وإجراء مقابلات شخصية) لاستكمال متطلبات رسالة الماجستير المعنونة (العلاقة بين مشاعر الإنجاز والانخراط للطلبة متعلمي اللغة الإنجليزية كلغة ثانية بجامعة الزاوية).
ولكم مني جزيل الشكر والعرفان.

والسلام عليكم ورحمة الله وبركاته

مقدم الطلب: إبتهاال خالد عبد النبي المقهور

تدريسي، القسم اعانف
من اجراء الصلوات
الطالب



د. فهدية القويحي
رئيسة قسم اللغة الإنجليزية
بجامعة الآداب الزاوية



Appendix B: Questionnaires

1: Academic Emotions Questionnaire-Foreign Language Classroom (AEQ-FLC)

Section One

Major/Section: Year of Study:

Age: Year(s) of Learning English:

Section Two

Dear Students,

The questionnaire in hand is one of the tools used to collect information for the study entitled “*The Relationship between EFL Learners’ Engagement and Their Achievement Emotions at University of Zawia*”. You are kindly invited to complete this anonymous questionnaire to gather information about the relationship between your achievement emotions and engagement in the classroom. Your valuable data will be kept confidential and will be used for the purpose of this research only. It approximately takes five to seven minutes to fill in the questionnaire.

Thank you very much for your kind cooperation.

Please tick one option ranging from strongly disagree to strongly agree:

Item	Strongly disagree	Disagree	neutral	agree	Strongly agree
Enjoyment					
1. I am motivated to go to the English class because it is exciting.					

2. It is so exciting that I could sit in English class for hours listening to the teacher.					
3. I enjoy being in the English class.					
4. I get excited about going to the English class.					
5. After the English class, I start looking forward to the next class.					
6. I am looking forward to learning a lot in the English class.					
7. I am glad that it paid off to go to the English class.					
Hope					
8. I am confident because I can understand the English materials.					
9. I am hopeful that I will make good contributions in the English class.					
10. My hopes for success motivate me to invest a lot of effort in the English class.					
11. I am confident when I go to the English class.					
Pride					
12. Because I am proud of my accomplishments in this English course, I am motivated to continue.					
13. I am proud of the contributions I have made in the English class.					
14. When I do well in the English class, my heart pounds with pride.					
15. I am proud of my ability to deal with the English materials.					
Anger					

16. I feel frustrated in the English class.					
17. Thinking about the useless things I have to learn in the English class makes me irritated.					
18. Thinking about the time I waste in the English class makes me angry.					
19. I wish I could tell the English teacher to shut up.					
Anxiety					
20. Because I may say something wrong, I prefer not to say anything in the English class.					
21. I worry about the high demands of the English class.					
22. Even before the class, I worry whether I will be able to understand the English materials.					
23. Thinking about the English class makes me feel uneasy.					
24. I worry that my classmates will understand English more than I do.					
25. When I do not understand something important in the English class, my heart pounds fast.					
26. Because I get nervous in the English class, I prefer to skip the class.					
Shame					
27. I feel ashamed in the English class.					
28. I am ashamed because my classmates understand English lectures better than I do.					

29. When I say something in the English class, my face turns red.					
30. After I say something in the English class, I wish I could crawl into a hole and hide.					
31. When I cannot express myself in English well, I get embarrassed.					
Hopelessness					
32. Thinking about the English class makes me feel hopeless.					
33. Because I do not understand the English materials, I look disconnected and desperate.					
34. It is useless to prepare for the class since I do not understand the English materials anyway.					
35. Because I have given up, I do not have energy to go to the English class.					
Boredom					
36. During the English class, I feel like I am sinking into my chair.					
37. I find the English class fairly dull.					
38. I think about what else I can do rather than sitting in this boring English class.					
39. I cannot wait for the English class to end because the class bores me.					
40. I get bored in the English class					

2: Language Classroom Engagement Scale (LCES)

Item	Strongly disagree	disagree	Neutral	agree	Strongly agree
Behavioral engagement					
1. When I cannot understand in my language class, I stay focused until I do.					
2. I put effort into learning in my language class.					
3. I keep trying in my language class even if something is hard					
Emotional engagement					
4. I look forward to my language class.					
5. I enjoy learning new things about languages in class.					
6. I feel good when I am in my language class.					
Cognitive engagement					
7. In my language class, I think about different ways to solve a problem.					
8. I try to connect what I am learning in the language classroom to what I have learned.					
9. I try to understand my mistakes in the language classroom when I get something wrong.					

Appendix C: Questionnaires (Arabic Version)

1: Academic Emotions Questionnaire-Foreign Language Classroom (AEQ-FLC)

الجزء الأول

Major/Section: Year of Study:

Age: Year(s) of Learning English:

الجزء الثاني

أعزائي الطلاب،

الاستبيان المرفق هو أحد الأدوات المستخدمة لجمع المعلومات للدراسة بعنوان: "العلاقة بين مشاركة متعلمي اللغة الإنجليزية كلغة أجنبية ومشاعر الإنجاز لديهم في جامعة الزاوية". يُرجى منكم إكمال هذا الاستبيان المجهول لجمع معلومات حول العلاقة بين مشاعركم تجاه الإنجاز ومستوى مشاركتكم في الصف. سيتم الاحتفاظ ببياناتكم القيمة بسرية تامة ولن تُستخدم إلا لأغراض هذا البحث فقط. يستغرق تعبئة الاستبيان تقريباً من خمس إلى سبع دقائق.

شكراً جزيلاً لتعاونكم الكريم.

يرجى وضع علامة على الخيار الذي يعبر عن رأيكم، بدءاً من "أوافق بشدة" إلى "أعارض بشدة".

أوافق بشدة	أوافق	محايد	أعارض	أعارض بشدة	البند
الاستمتاع					
					1. أنا لذي دافع لحضور محاضرة اللغة الإنجليزية لأنها ممتعة.
					2. إن محاضرة اللغة الإنجليزية مشوقة جداً لدرجة أنني يمكنني الجلوس لساعات أستمع إلى المعلم.
					3. أستمع بالتواجد في درس اللغة الإنجليزية.

					4. أشعر بالحماس عند الذهاب إلى درس اللغة الإنجليزية.
					5. بعد درس اللغة الإنجليزية، أبدأ بالتطلع إلى الدرس التالي.
					6. أتطلع لتعلم الكثير في درس اللغة الإنجليزية.
					7. أنا سعيد لأن الذهاب إلى درس اللغة الإنجليزية كان مجديًا.
الأمَل					
					8. أشعر بالثقة لأنني أستطيع فهم مواد اللغة الإنجليزية.
					9. أنا متفائل بأنني سأساهم بشكل جيد في درس اللغة الإنجليزية.
					10. آمالي في النجاح تحفزني لبذل الكثير من الجهد في درس اللغة الإنجليزية.
					11. أشعر بالثقة عند الذهاب إلى درس اللغة الإنجليزية.
الفخر					
					12. لأنني فخور بإنجازاتي في هذه الدورة الإنجليزية، فأنا متحفز للاستمرار.
					13. أنا فخور بالمساهمات التي قدمتها في درس اللغة الإنجليزية.
					14. عندما أنجح في درس اللغة الإنجليزية، يخفق قلبي بفخر.
					15. أنا فخور بقدرتي على التعامل مع مواد اللغة الإنجليزية.
الغضب					
					16. أشعر بالإحباط في درس اللغة الإنجليزية.
					17. التفكير في الأمور غير المفيدة التي يجب أن أتعلمها في درس اللغة الإنجليزية يثير غضبي.
					18. التفكير في الوقت الذي أضيعه في درس اللغة الإنجليزية يجعلني غاضبًا.
					19. أتمنى لو أستطيع أن أطلب من معلم اللغة الإنجليزية أن يصمت.
القلق					

					20. لأنني قد أقول شيئًا خاطئًا، أفضل عدم قول أي شيء في درس اللغة الإنجليزية.
					21. أقلق بشأن المطالب العالية لدرس اللغة الإنجليزية.
					22. حتى قبل الدرس، أقلق مما إذا كنت سأتمكن من فهم مواد اللغة الإنجليزية.
					23. التفكير في درس اللغة الإنجليزية يجعلني أشعر بعدم الارتياح.
					24. أقلق من أن زملائي سيفهمون الإنجليزية أكثر مني.
					25. عندما لا أفهم شيئًا مهمًا في درس اللغة الإنجليزية، يخفق قلبي بسرعة.
					26. لأنني أشعر بالتوتر في درس اللغة الإنجليزية، أفضل التغيب عن المحاضرة
الخجل					
					27. أشعر بالخجل في محاضرة اللغة الإنجليزية.
					28. أشعر بالخجل لأن زملائي في الصف يفهمون محاضرات اللغة الإنجليزية أفضل مني.
					29. عندما أقول شيئًا في محاضرة اللغة الإنجليزية، يتحول وجهي إلى اللون الأحمر.
					30. بعد أن أقول شيئًا في محاضرة اللغة الإنجليزية، أتمنى لو كان بإمكانني أن أزحف إلى حفرة وأختبئ.
					31. عندما لا أتمكن من التعبير عن نفسي جيدًا باللغة الإنجليزية، أشعر بالإحراج.
اليأس					
					32. التفكير في محاضرة اللغة الإنجليزية يجعلني أشعر باليأس.
					33. لأنني لا أفهم محاضرة اللغة الإنجليزية، أبدو تائها ويائسا.

					34. من غير امجدي التحضير للمحاضرة لأنني لا أفهم مواد اللغة الإنجليزية على أية حال.
					35. لأنني استسلمت، لا أملك طاقة للذهاب إلى محاضرة اللغة الإنجليزية.
الملل					
					36. خلال محاضرة اللغة الإنجليزية، أشعر كأنني أغرق في كرسي.
					37. أجد محاضرة اللغة الإنجليزية مملا إلى حد ما.
					38. أفكر فيما يمكنني أن أفعل بدلا من الجلوس في محاضرة اللغة الإنجليزية المملة هذه.
					39. لا أستطيع الانتظار حتى تنتهي محاضرة اللغة الإنجليزية لأنها تشعرني بالملل.
					40. أشعر بالملل في محاضرة اللغة الإنجليزية.

2: Language Classroom Engagement Scale (LCES)

					البند
أوافق بشدة	أوافق	محايد	أعارض	أعارض بشدة	
المشاركة السلوكية					
					1. عندما لا أستطيع الفهم في محاضرة اللغة الإنجليزية، أبقى مركزا حتى أفهم.
					2. أبدل جهدا في التعلم في محاضرة اللغة الإنجليزية.
					3. أوصل المحاولة في محاضرة اللغة الإنجليزية حتى لو كان الأمر صعبا.
المشاركة العاطفية					
					4. أتطلع إلى محاضرة اللغة الإنجليزية.
					5. أستمتع بتعلم أشياء جديدة عن اللغات في المحاضرة.
					6. أشعر بالارتياح عندما أكون في محاضرة اللغة الإنجليزية.
المشاركة المعرفية					
					7. في محاضرة اللغة الإنجليزية، أفكر في طرق مختلفة لحل المشكلة.
					8. أحاول ربط ما أتعلمه في محاضرة اللغة الإنجليزية بما تعلمته سابقا.
					9. أحاول فهم أخطائي في محاضرة اللغة الإنجليزية عندما أرتكب خطأ.

Appendix D: Semi-Structured Interview Guide

Opening the interview

I would like to thank you for taking part in this interview and I really appreciate your cooperation. We will be talking about your emotions and their relations to your classroom engagement. The interview should not last more than 30 minutes. Your responses will be entirely anonymous and confidential. You can speak either in English or Arabic. I would also like to remind you that I will audio-record our conversation, but all data are confidential and will be kept anonymous. Would you like to ask me anything before we start?

Questions

How do you perceive the interplay between learners' positive emotions and engagement?

- 1- What kind of classroom activities make you enjoy learning English? How do you respond when you enjoy a task?
- 2- Have you ever felt proud of your performance in class? What led to that feeling? Did it change your effort?
- 3- Can you describe a moment when you felt hopeful about your English learning? What did you do differently? Did it affect your participation in class?
- 4- Do positive feelings (like enjoyment, pride or hope) make you more likely to participate in class? Why?
- 5- What roles do your teachers and classmates play in making you feel more engaged or confident?

What are your viewpoints regarding the interaction of learners' negative emotions and their L2 engagement?

6- Have you felt anxious when speaking in class? What made you feel that way?

7- When you feel bored during a lesson, what usually causes that? How does it affect your focus or behavior?

8- Have you ever felt angry about your English class? What made you feel that way?

9- Can you recall a time when you felt ashamed or embarrassed after making a mistake? What happened next?

10- Have you ever felt hopeless about learning English? How did that affect your motivation or class participation?

11- Do negative emotions (boredom, anger, anxiety, and shame) make you less likely to participate? Why?

12- What helps reduce your negative emotions in the classroom (e.g., peer support, teacher feedback)?

End of the interview.

Thank you very much for taking the time to share your learning experiences with me. That were all the questions I had for you. Is there anything that you would like to add? Or do you have any questions that you would like to ask? If you have any questions, please feel free to contact me!

Appendix E: Sample of Interview Transcript

Researcher: What kind of classroom activities make you enjoy learning English? How do you respond when you enjoy a task?

Student: I enjoy classes where the teacher explains things clearly and smoothly, without making them complicated. I appreciate it when there is a short break of about five or ten minutes during the lecture. When I enjoy the class, I participate more, understand the material better, and remember it longer. When I study at home, I find that the information from classes I enjoyed sticks with me the most.

Researcher: Have you ever felt proud of your performance in class? What led to that feeling? Did it change your effort?

Student: In my first semester, I had a quiz and I was the only student to answer all the questions correctly and achieve the highest mark. That experience boosted my confidence, and in the subsequent lectures, I continued to perform well on all my quizzes. I also actively participated in class and felt very comfortable there. That sense of pride made me more relaxed and eager to participate and answer the teacher's questions.

Researcher: Can you describe a moment when you felt hopeful about your English learning? What did you do differently? Did it affect your participation in class?

Student: I cannot pinpoint a specific moment in class, but there are times when I feel hopeful about learning English. For example, whenever I start to understand the materials and feel confident that I can handle the coursework, that sense of hope really motivates me. It definitely boosts my participation in class.

Do positive feelings (like enjoyment, pride or hope) make you more likely to participate in class? Why?

Student: Yes, for me, positive feelings like engagement, pride, and hope play a significant role in my participation. When I feel confident, I am more relaxed and willing to answer questions, which leads to even more participation.

Researcher: What roles do your teachers and classmates play in making you feel more engaged or confident?

Student: For teachers, having a good demeanor is essential. They should first provide clear explanations before asking students questions, rather than jumping straight into inquiries without context. By good demeanor, I mean that a teacher should be kind and respectful, not harsh or offensive. For instance, last semester I had a phonics teacher who was often cranky and made us feel intimidated. I remember one day I was very sick and tired, and I was quietly repeating the sounds as she asked. She did not notice I was participating and called me out, accusing me of not paying attention. Even though I correctly identified the page we were on, she continued to scold me, and I felt forced to stay silent.

Researcher: how did that situations affect your engagement in class?

Student: That situation had a significant impact on engagement. In her class, about 75% of the students become disengaged because they fear being reprimanded if they answer incorrectly. She expects everyone to be perfect and never make mistakes. The remaining 25% do participate, but they are always very cautious.

Secondly, teachers should be competent and employ a variety of teaching strategies to ensure that lessons are easy to understand and not overly complicated.

As for my colleagues, I do not feel they have a significant impact on my engagement in class. However, having a best friend who motivates you can make a difference—like when she encourages you to study together, work on a project, or prepare for an upcoming class. Overall, though, I believe the teacher plays the most crucial role in student engagement, more so than my peers.

Researcher: Have you felt anxious when speaking in class? What made you feel that way?

Student: I always felt anxious in my phonics class, especially after that particular incident with the teacher, and as a result, I rarely engaged in that class.

Researcher: When you feel bored during a lesson, what usually causes that? How does it affect your focus or behavior?

Student: I often feel bored in my writing class because the teacher assigns tasks for us to do in pairs or groups without providing much explanation. She is often busy with her phone while we work, which makes the class feel very dull. Once we finish the tasks, we end up chatting, and I always find myself lacking energy in that class.

Researcher: Have you ever felt angry about your English class? What made you feel that way?

S: No, not really. I am generally an easygoing person, and I tend to ignore negative situations by nature; that is just part of my personality.

Researcher: Can you recall a time when you felt ashamed or embarrassed after making a mistake? What happened next?

Student: Not really. Even when I make mistakes, I tend to be quite forgiving with myself and do not usually feel ashamed or embarrassed.

Researcher: Have you ever felt hopeless about learning English? How did that affect your motivation or class participation?

Student: One time, in my vocabulary class, our teacher traveled in the middle of the semester for two weeks. When she returned, she assigned an overwhelming amount of material just a

week before the midterms. I felt hopeless and worried that I would never be able to pass the course.

Researcher: Do negative emotions (boredom, anger, anxiety, and shame) make you less likely to participate? Why?

Student: Negative emotions, like boredom, anger, anxiety, and shame, are responsible for about 50% of class engagement, in my opinion. They play a very significant role in whether or not I participate.

Researcher: What helps reduce your negative emotions in the classroom (e.g., peer support, teacher feedback)?

Student: Teachers can better support students' emotional experiences by maintaining a positive atmosphere in class, offering praise and encouragement, and motivating us to study consistently rather than cramming material. Also, to reduce negative emotions in the classroom, I find it helpful not to have too many lectures in a single day. Even short five-minute breaks during a two-hour lecture can make a big difference.

Appendix F: CFA Results

Factor Loadings						
Factor	Indicator	Estimate	SE	Z	p	Stand. Estimate
Enjoyment	Q1	0.562	0.0396	14.18	<.001	0.715
	Q2	0.652	0.0515	12.67	<.001	0.656
	Q3	0.586	0.0383	15.30	<.001	0.755
	Q4	0.612	0.0438	13.97	<.001	0.706
	Q5	0.467	0.0574	8.14	<.001	0.453
	Q6	0.504	0.0482	10.45	<.001	0.564
	Q7	0.502	0.0445	11.29	<.001	0.600
Hope	Q8	0.557	0.0476	11.70	<.001	0.627
	Q9	0.425	0.0432	9.83	<.001	0.541
	Q10	0.397	0.0417	9.51	<.001	0.536
	Q11	0.568	0.0485	11.72	<.001	0.626
Pride	Q15	0.551	0.0565	9.76	<.001	0.554
	Q14	0.380	0.0521	7.29	<.001	0.428
	Q13	0.505	0.0458	11.03	<.001	0.617
	Q12	0.552	0.0454	12.14	<.001	0.668
Anger	Q16	0.635	0.0664	9.56	<.001	0.585

	Q17	0.604	0.0822	7.35	<.001	0.465
	Q18	0.515	0.0787	6.54	<.001	0.407
	Q19	0.689	0.0697	9.88	<.001	0.614
Anxiety	Q20	0.842	0.0707	11.90	<.001	0.623
	Q21	0.767	0.0627	12.24	<.001	0.636
	Q22	0.848	0.0626	13.55	<.001	0.690
	Q23	0.701	0.0578	12.14	<.001	0.633
	Q24	0.859	0.0612	14.03	<.001	0.704
	Q25	0.749	0.0708	10.59	<.001	0.566
	Q26	0.615	0.0569	10.81	<.001	0.576
Shame	Q27	0.785	0.0590	13.30	<.001	0.681
	Q28	0.928	0.0613	15.14	<.001	0.746
	Q29	0.900	0.0677	13.28	<.001	0.676
	Q30	0.706	0.0593	11.90	<.001	0.620
	Q31	0.889	0.0680	13.07	<.001	0.668
Hopeless	Q32	0.719	0.0552	13.01	<.001	0.678
	Q33	0.761	0.0640	11.89	<.001	0.636
	Q34	0.655	0.0503	13.01	<.001	0.680
	Q35	0.641	0.0515	12.43	<.001	0.665
Boredom	Q36	0.718	0.0529	13.58	<.001	0.695

	Q37	0.726	0.0530	13.69	<.001	0.695
	Q38	0.689	0.0471	14.62	<.001	0.730
	Q39	0.758	0.0488	15.54	<.001	0.768
	Q40	0.693	0.0559	12.39	<.001	0.647
Behavioral Engagement	Q41	0.543	0.0546	9.95	<.001	0.569
	Q42	0.651	0.0513	12.69	<.001	0.689
	Q43	0.708	0.0471	15.03	<.001	0.800
Emotional Engagement	Q46	0.588	0.0547	10.75	<.001	0.587
	Q45	0.677	0.0488	13.88	<.001	0.713
	Q44	0.710	0.0485	14.62	<.001	0.754
Cognitive Engagement	Q47	0.523	0.0596	8.78	<.001	0.499
	Q48	0.703	0.0451	15.58	<.001	0.798
	Q49	0.686	0.0443	15.50	<.001	0.795