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Compulsory English Courses in Higher Education: A Source of Angst or Thrill?

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ABSTRACT

Positive psychology is a significant determiner of successful learning outcomes, in whose absence learning may be negatively affected. In the case of compulsory English courses, it is suspected that negative psychology may outweigh its positive counterpart since many students indicate reluctance to attend those classes. In that respect, the present study aims to measure the levels of Foreign Language Enjoyment and Foreign Language Anxiety and compare two psychological constructs to reveal which one is more dominant in a compulsory English course. The participants are 166 undergraduate freshman students taking the aforementioned course. The results show that, although the course is compulsory and every student has to take it, Foreign Language Enjoyment outweighs Foreign Language Anxiety. The implications of the findings are discussed with reference to current psychological theories in the conclusion section.

Socio-psychological variables, which are extensively studied in foreign language classroom settings, influence the way people behave as suggested in the Social Cognitive Theory of Bandura (1986). In relation to this, and to a great extent, the affective status of the learner is a determining factor in achieving the task of learning a second or foreign language (Bown & White, 2010; Dörnyei, 2005). The foci of the socio-psychological studies in the language learning literature have generally been the negative emotions and the elimination of their pedagogically negative outcomes (Imai, 2010). However, as MacIntyre and Gregersen (2013) put forth, a gap exists in the literature regarding the power of positive emotions within the context of language learning.

Recently, it has been frequently argued that positive and negative emotions should not be seen as opposites of one another, since they may be functioning divergently (Conway, Tugade, Catalino, & Fredrickson, 2013). This difference between positive and negative emotions can be further explained through broaden-and-build theory, which suggests that the former triggers thought-action tendencies in humans, resulting in an increased level of attention, a drive for problem-solving and critical thinking (Fredrickson as cited in Conway et al., 2013) unlike negative emotions which are more oriented towards

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immediate survival, having a smaller repertoire of appropriate responses (Compton, 2005). More specifically, positive emotions such as joy, interest, contentment or love drives the individual to be involved in exploration, integration and interaction by broadening the scope of attention and resulting in the building of intellectual resources (Fredrickson, 2006). On the other hand, negative emotions such as fear, anger or disgust spark more limited tendencies like avoidance, neglecting or inaction, which narrows the scope of attention and shifts the focus to immediate survival (Fredrickson & Branigan, 2005).

According to Dewaele and McIntyre (2014) and Oxford (2014), the aforementioned distinction between positive and negative emotions also exists within the context of foreign or second language learning and these two groups of emotions should not be treated as two ends of the same construct since their findings reveal that Foreign Language Enjoyment (FLE), a positive emotion, and Foreign Language Anxiety (FLA), a negative one, are independent emotions. In this respect, the present study attempts to reveal if similar findings to those of Dewaele and McIntyre's (2014) can be acquired in a compulsory EGP course setting. Before clarifying the specific aims of the study further, however, it is necessary to identify these two psychological constructs along with how they interact.

2. Foreign Language Anxiety

FLA is among the most widely studied psychological constructs in the field of foreign language teaching and learning (Al-Saraj & Dewaele, 2015; Dewaele & Ip, 2013; Dewaele & McIntyre, 2016; Gerencheal, 2016; Horwitz, 2016; Partridge & Eamoaphan, 2015; Park & French, 2013; Todorova & Koceva, 2016). Horwitz, Horwitz and Cope (1986, p. 128) define FLA as "a distinct complex construct of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of language learning process". In another definition, MacIntyre (1999, p. 27) emphasizes that FLA is a negative construct by defining it as "the worry and negative emotional reaction aroused when learning or using a second language". In both definitions, however, it can be seen that FLA is a psychological construct peculiar to the context of language learning, resulting in context-specific negative reactions by the language learner or speaker.

Numerous causes of FLA have been suggested in the language learning and teaching literature. Zhang and Zhong (2012) identify the causes of FLA as the learner himself or herself, the language classroom, the skill being handled and societal-contextual causes. Psychological factors are also suggested as potential causes of FLA. For instance, Krashen (1982) states that a low level of self-esteem may result in a high level of FLA. Similarly, a low level of language learning motivation may cause a high level of FLA (Huang, 2005). Furthermore, Horwitz et al. (1986) put forth that test anxiety, fear of negative evaluation and communication apprehension form the construct of FLA. Other psychological factors which may result in a relatively higher level of FLA are the low level of emotional intelligence, trait anxiety and erroneous learner and teacher beliefs (Chan & Wu, 2004; Chao, 2003; Horwitz, 1988) as well as difficulties in learning, worrying about the level of reading comprehension, being exposed to foreign writing systems and parental pressure as suggested by Chan and Wu (2004), Chen and Chang (2004), Kuru-Gonen (2009), Liu (2010) and Liu (2011). Competitiveness and competitive activities, fear of negative evaluation and fear of making mistakes can also be counted as classroom-related sources of FLA (Bailey, 1983; Chan & Wu, 2004; MacIntyre, 1995; Yan & Horwitz, 2008). Lastly, age is found out to be correlated with FLA, in that FLA increases in line with age (Dewaele, 2007). In short, the literature suggests that FLA has biological, psychological, pedagogical and social reasons.

As for the negative effects of FLA, Yan & Horwitz (2008) put forward that course grades of students are negatively correlated with the FLA levels. From a cognitive perspective, Krashen (1985), MacIntyre and Gardner (1994) and Bailey, Onwuegbuzie and Daley (2000) relate the high level of FLA to predicaments in the processes of input, processing and output. In a similar vein, Sellers (2000) notes that

learners with a high level of anxiety remember a smaller amount of content and experience meddling thoughts. On that matter, Broidy (2005) also indicates that a high level of anxiety may result in being meddled by illogical ideas and difficulty in the control of impulses. Naturally, the detrimental effects on the psychological and cognitive status of a learner affects his or her performance in turn. Marcos-Llinas & Garau (2009) and Wang (2010) maintain that FLA is negatively correlated with performance, that is, as the level of FLA increases, the success level of learner performance decreases. In a like manner, academic achievement is stated to be negative correlated with academic achievement by Dewaele, Petrides and Furnham (2008) and Williams and Andrade (2008). In terms of skill-based performance, a high level of FLA is told to decrease oral performance as a result of causing more pauses and decreasing the continuity of speech (Djigunovic, 2006; Xianping, 2012). Moreover, a high level of FLA is found to affect reading comprehension (Bektaş-Çetinkaya, 2011) and performance (Shi & Liu, 2006), listening performance (Zhang, 2013), and writing development and performance (Daud & Abu Kassim, 2005). Lastly, FLA hinders vocabulary recall (Li, 2015) and has a negative effect on the level of participation in learning activities in general (Torres & Turner, 2014). Therefore, it could be stated that FLA may have unfavourable effects on learners cognitively, psychologically and in terms of achievement.

To sum up, FLA is a psychological construct that is situationally specific and it may be the result of a number of factors that are biological, psychological, pedagogical or social reasons, as well as being the result of a combination of two or more of these. The effects of FLA, on the other hand, might distort the cognitive or psychological status of the learner within the context of language learning, resulting in a low level of achievement.

3. Positive Psychology and Language Learning

Positive psychology within the context of language learning is a relatively recent area of study and most of the research studies related to this particular area draw upon the 'Broaden-and-Build Theory' which articulates that positive emotions have an extending effect on one's thought-action repertoire and form personal, physical and creative sources (Fredrickson, 2001, 2003, 2006).

From the name of the theory, it can be inferred that positive emotions have two effects, broaden, and build. Conway et al. (2013) suggest that the broadening effect leads to an increased level of attention, cognition – as in problem-solving skills, creative thinking and cognitive flexibility -, and social cognition or a greater ability to handle social information. In turn, this broadening effect of positive emotions result in an increased amount of personal sources which promote well-being and the resilience required to cope with difficulties (Conway et al., 2013).

It can be seen in the relevant literature that both dated and recent studies are supportive of the broaden-and-build theory. Research findings show that people experiencing positive emotions demonstrate an exceptional level of responsive and imaginative thinking (Garland et al., 2010). Moreover, they are shown to be more progressive and open to receiving new information (Estrada, Isen, & Young, 1997; Pyone & Isen, 2011). Adaptability in terms of attention is also found to be in a higher level among individuals who experience positive emotions in the time of the measurement (Johnson, Waugh, & Fredrickson, 2010). Studies scrutinizing the social effects of positive emotions posit that positive emotions may be eliminating racial partiality and provoke intercultural empathy (Johnson & Fredrickson, 2005; Nelson, 2009). Briefly, broaden-and-build theory is supported by a large body of literature both in terms of its 'broaden' and 'build' aspects.

As mentioned earlier, positive emotions are differentiated from negative ones in terms of their effects (Fredrickson, 2013). In the context of foreign language, Schumann (1997) argues that emotions have the potential to bring about changes in cognition and thus, positive emotions are thought to have positive effects on the learners' perception, allowing for the assimilation of information (MacIntyre & Gregersen,

2013). Watson (2002) points out that the positivity of one's affect has a positive effect on the level of enjoyment, eagerness and belief in one's self. Similarly, according to Mendez Lopez (2011) and Pekrun (2009), L2 motivation and the emotional experiences learners have during the process of language learning are interrelated and for that reason, learners' acquiring a positive psychological state in the process of learning should be fostered by language teachers. Regarding the role of teachers in terms of positive psychology, Cooperrider and Whitney (2005) suggest that teacher inquiry should begin with the positives and strengths of the classroom environment. Other studies in the literature are also supportive of the beneficial effects of positive psychology in learners' self-beliefs, self-competences, optimistic judgements of their abilities and their potential to improve those abilities (Mercer & Ryan, 2010; Mercer & Williams, 2014). Lastly, according to Lake (2013) instruments which take positive psychology as their basis are correlated with self-efficacy, the effort shown, positive L2 self and motivational variables.

To conclude, positive psychology is a growing field of research both in psychology and second or foreign language learning with its own methods and a bright outlook (MacIntyre & Mercer, 2014). Since the literature suggests that it alters one's level of attention and cognition in a positive way, and teachers are also involved in the process, it may prove fruitful to study the construct in as many contexts as possible. Based on Fryer, Ozono, Nakao and Anderson's (2014) argument that learner psychology can be affected by the compulsory status of EGP courses, the present study aims to find out if FLE is dominant in a compulsory EGP setting and if it interacts with FLA.

4. Method

Utilizing both qualitative and quantitative methods of research increases the depth and external validity of the study, making it more agreeable (Dörnyei, 2007). Moreover, a mixed method design enables the researcher to focus on both micro and macro levels of the phenomenon to be studied, allowing the researcher to investigate the experiences and behavioural responses of the research participants and thus, strengthening the design (Morse, 2009). In this respect, a cross-sectional mixed-method study design was employed in the present study since the quantitative part of the study was aimed to measure and compare the levels of FLE and FLA and the qualitative part was aimed to reveal the underlying reasons of FLE and FLA among the participants.

4.1. Aim of Study

In a study of global scale with over 1700 volunteer participants, Dewaele and MacIntyre (2014) conclude that there is more enjoyment in foreign language learning than anxiety. However, as Fryer et al. (2014) conclude, an EGP course might be perceived differently by learners when taken compulsorily, affecting the psychological states of learners. Taking this into account, it is argued in the present study that it may not be possible to generalize Dewaele and McIntyre's findings to the Turkish higher education context in which English for General Purposes is taken as a compulsory course by the students of all departments unless they pass the exemption exam, which is typically held in the beginning of each academic year. In this regard, the present study aims to reveal if foreign language enjoyment levels of Turkish students who take EGP as a compulsory course are actually higher than their foreign language anxiety levels. Secondarily, the study aims to test the relationship between FLE and FLA to reveal if they are "not two sides of the same coin" (Dewaele & MacIntyre, 2014, p. 265) in the 'English as a compulsory course' setting, either. Lastly, taking into account that most young people are exposed to English quite frequently through the internet and media, the study aims to discover if the FLE and FLA levels of the participants differ according to their exposure to English language.

In order to meet the aims of the study, the following research questions are formulated, two of which are drawn upon Dewaele and MacIntyre's (2014) study.

RQ1. Is there a difference between the levels of FLE and FLA among the students of a compulsory EGP course?

RQ2. Is there a relationship between the levels of FLE and FLA in the compulsory EGP course setting?

RQ3. Are there differences in the levels of FLE and FLA among the students of a compulsory EGP course according to the frequency of exposure to English through watching films/series and listening to songs?

RQ4. Are there differences in the levels of FLE and FLA between the groups of students who speak only Turkish and who speak multiple languages?

RQ5. What sort of memories are perceived by the students of a compulsory EGP course as 'enjoyable' and 'anxiety-provoking'?

4.2. Participants

The participants of the study were 166 undergraduate students studying at a public Turkish university, who all volunteered to participate. The ages of the participants ranged from 18 to 22. The gender ratio of the participants were %57.2 (n = 95) against %42.8 (n = 71) in favour of female participants. All participants were fluent speakers of Turkish language. The native/second/foreign language profile of the participants in terms of frequency and percentage is shown in Table 1 below.

Table 1.
Languages fluently spoken by the participants except for Turkish

Language	*f*	%
None*	128	77.1
English	15	9.0
German	5	3.0
Greek	4	2.4
Pomak	3	1.8
Arabic	3	1.8
Kurdish	3	1.8
Albanian	1	.6
French	1	.6
Azeri	1	.6
Bulgarian	1	.6
Bosnian	1	.6

*: Only Turkish

4.3. Context

Within the Turkish public university context, an English course for freshmen is compulsory unless they pass the exemption exam typically held in the beginning of each academic year or they can provide a document which certifies that the they have a good command of English language. For this reason, all of the participants in this study were enrolled in the compulsory Foreign Language – II (English) course. Throughout this course, students are required to attend mixed classes of 30 to 50

students who study in different departments. The course material is an Elementary (A1) level coursebook. Assessment is done by means of a mid-term exam, which constitutes 30% of their final grade, and a final exam, which weighs 70%. The students who do not meet the 80% attendance criteria cannot sit the final exam.

4.4. Instrument

In order to measure both FLE and FLA, two data collection instruments were used. The FLE levels of the participants were measured by means of the 'Foreign Language Enjoyment Scale' developed by Dewaele and MacIntyre (2014) based on Ryan, Connell and Plant's (1990) Interest/Enjoyment subscale, which produced reliable results in a variety of studies (Dewaele & McIntyre, 2016; Kolehmainen, 2017; Dewaele, MacIntyre, Boudreau, & Dewaele, 2016; Dewaele, Witney, Saito, & Dewaele, 2017). The instrument is a 5-point Likert scale whose items include topics such as creativity, pride, interest and fun related to the class, teacher and other students. According to its developers, the scale is a valid and reliable one, producing a Cronbach's Alpha value of .86.

FLA was measured in the same way as Dewaele and MacIntyre (2014), using 8 items, which reflected the physical reflections of FLA, from the 'Foreign Language Classroom Anxiety Scale' (FLCAS) developed by Horwitz et al. (1986). The high validity and reliability of FLCAS has been reported in numerous studies. Similarly, for the aforementioned selection of 8 items from the FLCAS, Dewaele and MacIntyre (2014) report a high level of reliability (α = .86).

Both instruments were provided to the participants in Turkish to eliminate potential language barriers. Brislin et al. (as cited in Maneesriwongul, 2004) state that one or more of techniques such as back-translation, bilingual techniques, committee approach or pretesting should be used in the translation of quantitative research instruments. For the selection of an appropriate technique in the process, translation difficulty should also be taken into account. Readability, which can be defined as the features of a text that make it easy to read, is considered to be one of the indicators of translation difficulty which is used extensively (Sun & Shreve, 2014; Mishra, 2013; Kintsch & Vipond, 2014). Taking this into account, Flesch-Kincaid Reading Ease score for the Foreign Language Enjoyment Scale was calculated and it was seen that the scale had a reading ease score of 103, which indicated a very high level of readability (Flesch as cited in Sinha & Basu, 2016). For this reason, back-translation technique was considered to be appropriate and the translated scale was back-translated into English, producing no discrepancies between two versions. Since FLCAS had already been translated into Turkish and validated by Zhanibek (2001), the corresponding items from this version were used. Internal consistency was sought for in both instruments and it was seen that the data was reliable, producing identical Cronbach's Alpha values for both scales (α = .90).

The final phase of the data collection involved two open-ended questions, again drawn upon Dewaele and MacIntyre's study, asking the participants to describe the most enjoyable and the most anxiety-provoking moments which they remembered from their compulsory English courses. In order to ensure that the participants could freely describe the events and how those events made them feel, no word count or time limit was set. The data collected in this part was coded according to the sources and topics of the responses. For instance, the feeling of joy as a result of giving the correct answer to a question was coded as 'Performance Oriented' but the joy caused by the teacher's positive remarks was coded as 'Teacher Oriented'. The open-ended question related to FLE was answered by 33.73% (n = 56) of the participants and the one related to FLA was answered by 40.36% (n = 67).

4.5. Data Analysis

For data analysis, normality of distribution was sought for initially. The results of the Shapiro-Wilk test indicated a normal distribution for FLE (p = .324) and non-normal distribution for FLA (p < .001). In that respect, a Wilcoxon Signed-Rank test was administered to test if there was a statistically significant difference between the levels of FLE and FLA. Moreover, the relationship between FLE and FLA was tested by means of Spearman's Rank-Order Correlation analysis. Since the language profile of the participants was of a varying nature and the number of the speakers for each language was not adequate to conduct statistical analysis, two groups were formed for those who can and cannot speak a language other than Turkish fluently. The differences in terms of FLE and FLA levels for these groups were tested by means of a t-test for FLE and a Wilcoxon Signed-Rank test for FLA. In order to see if FLE levels differed according to the perceived proficiency level and the frequency of listening to songs in English, a Welch test was administered because Levene's test showed that the FLE data violated the homogeneity of variances assumption of ANOVA (p < .001). In that respect, Games-Howell Post Hoc criterion was resorted to for the detection of the groups which differ significantly in terms of FLE. However, an ANOVA was used to test the differences in the levels of FLE according to the frequency of watching films/series in English since the same assumption was not rejected for this variable. Gabriel Post-hoc criterion was preferred for the frequency of watching films/series since the group sizes were unequal. To test if there was a statistically significant difference among the same variables in terms of FLA levels, a Kruskal-Wallis Test was run. Multiple Mann-Whitney U tests were administered to test which groups significantly differed from one another in terms of FLA. Qualitative data was analysed through frequencies and percentages.

5. Results

Table 2.
Comparison of FLE and FLA by Wilcoxon Signed-Rank Test (N = 166)

Construct	*N*	*Mdn*	*Z*	*p*
FLE	166	3.31	-2.402	**.016**
FLA	166	3.13		

The first research question of the study aims to find out if there is a statistically significant difference between the levels of FLE and FLA among the students of EGP as a compulsory course. The Wilcoxon Signed-Rank Test results comparing the levels of both constructs are presented above in Table 2. As seen in Table 2, the median for FLE (*Mdn* = 3.31) and the same value for FLA (*Mdn* = 3.13) are significantly different, Z = -2.402, p = .016 However, effect size calculations show that the difference has a small effect, r = .19.

The second research question as a part of the present study aims to reveal if there is a statistically significant correlation between FLE and FLA levels of the participants who take EGP as a compulsory course. Spearman Correlation analysis results reveal that FLE and FLA have a statistically significant, moderate and negative relationship, N = 166, r_s = -.55, p < .001. R squared calculation to measure the size of the effect of the correlation shows that the effect size for the significant r value is .30, which indicates a small effect explaining 30% of the variance.

The third question deals with the differences in FLE and FLA levels among participant groups according to their frequency of watching films/series and listening to songs in English. Table 3 shows the mean and standard deviation values related to FLE broken down into groups according to the frequency of watching films/series in English. ANOVA results are displayed in Table 4.

Table 3.
FLE Means according to the frequency of watching films/series in english (N = 166)

Frequency	*n*	*M*	*SD*	*Min.*	*Max.*
Often (A)	14	3.40	.56	2.24	4.14
Usually (B)	12	3.40	.69	2.19	4.43
Sometimes (C)	53	3.35	.82	1.67	4.90
Rarely (D)	22	3.33	.59	2.29	4.38
Always (E)	26	3.32	.71	1.48	4.52
Never (F)	39	2.87	.71	1.38	4.19

Table 4.
ANOVA results for the comparison of fle according to the frequency of watching films/series in English (N = 166)

	SS	*df*	*MS*	*F*	*p*	Direction of Differences
Between Groups	6.887	5	1.377	2.639	**.025**	C > F, p = **.031**
Within Groups	83.518	160	.522			
Total	90.405	165				

As seen in Table 4, ANOVA results show that there is a statistically significant difference among the groups according to the frequency level of watching films/series in English, $F(5, 160) = 2.639$, $p = .025$, $\omega_p^2 = .05$. Moreover, Gabriel Post-Hoc criterion indicates that the mean FLE value for the group who watches films/series in English 'Sometimes' ($M = 3.35$, $SD = .82$) is significantly higher than the group who 'Never' ($M = 2.87$, $SD = .71$) watches films/series in English ($p = .031$, $d = .63$). However, it should be noted that the calculation of Partial Omega Squared for the effect size of ANOVA reveals only a very small effect ($\omega_p^2 = .05$).

Exposure to English language by listening to songs is also thought to have the potential to affect the level of FLE in the present study. In that respect, the mean and standard deviation values related to FLE according to the frequency of listening to songs in English are presented below in Table 5. Since the homogeneity of variances assumption of ANOVA is rejected in the Levene's Test for this group of data ($p = .030$), Welch Procedure results are provided following Table 5.

Table 5.
Welch procedure results to compare the fle levels according to the frequency of listening to songs in English (N = 166)

Frequency	*N*	*M*	*SD*	*Min.*	*Max.*	*F*	*p*	Direction of Differences
Always (A)	76	3.39	.68	1.48	4.90	3.125	**.016**	F < A, *p* = **.007** F < B, *p* = **.031** F < C, *p* = **.042**
Usually (B)	11	3.36	.45	2.57	3.95			
Rarely (C)	14	3.35	.54	2.43	4.52			
Sometimes (D)	25	3.20	.93	1.67	4.86			
Often (E)	20	3.17	.62	2.14	4.43			
Never (F)	20	2.63	.79	1.38	4.19			

Table 5 shows that the highest FLE mean is observed among the group who "Always" (*M* = 3.39, *SD* = .68) listens to songs in English and the lowest FLE mean is observed among the group who 'Never' (*M* = 2.63, *SD* = .79) listens to songs in English. Welch Procedure results show that there is a statistically significant difference among these groups, $F(5, 45.69) = 3.125$, $p = .016$, $\omega^2 = .06$. Furthermore, Games-Howell Post-Hoc criterion for unequal variances indicate that the mean value for the group who 'Never' (*M* = 2.63, *SD* = .79) listens to songs in English is significantly lower than the group who 'Rarely' (*M* = 3.35, *SD* = .54) listens to songs in English ($p = .042$, $d = 1.06$), the group who 'Usually' (*M* = 3.36, *SD* = .45) listens to songs in English ($p = .031$, $d = 1.14$) and the group who 'Always' (*M* = 3.39, *SD* = .68) listens to songs in English ($p = .007$, $d = 1.03$). Nevertheless, the Omega Squared value calculated for the Welch Procedure indicates a very small effect ($\omega^2 = .06$).

Mean and standard deviation values related to the FLA levels of the participants according to the frequency of watching films/series and listening to songs in English are compared by means of Kruskal-Wallis tests, since the FLA data is not normally distributed. Table 6 demonstrates the comparisons related to the FLA levels according to the frequency of watching films/series in English.

Table 6.
Kruskal-Wallis results for the comparison of FLA according to the frequency of watching films/series in English (N = 166)

Frequency	*n*	Mean Rank	*Mdn*	*H*	*df*	*p*	Direction of Differences
Never (A)	39	103,47	3.50	11.635	5	**.040**	F < A, $p <$ **.005** E < A, $p <$ **.016** B < A, $p <$ **.048**
Sometimes (B)	53	83,70	3.13				
Often (C)	14	79,18	3.00				
Rarely (D)	22	79,14	2.81				
Usually (E)	12	68,46	2.63				
Always (F)	26	66,10	2.13				

It can be seen in Table 6 that the FLA levels according to the frequency of watching films/series in English differ significantly, $H(5) = 11.635$, $p = .040$, $\eta^2 = .07$. Mann-Whitney U tests, which aim at finding out the groups which differ significantly, indicate that the FLA level among the group who 'Never' (*Mdn* = 3.50) watch films/series in English is significantly higher than the groups who 'Sometimes' (*Mdn* = 3.13) watch films/series in English ($Z = -1.974$, $p = .048$, $r = .15$), who 'Usually' (*Mdn* = 2.63) watch films/series in English ($Z = -2.415$, $p = .016$, $r = .19$) and who 'Always' watch films/series in English ($Z = -2.823$, $p = .005$, $r = .22$). Notwithstanding, one should be aware of the 'very small' effect size acquired in the results of the Kruskal-Wallis test ($\eta^2 = .07$).

In order to discover if there is a statistically significant difference in the FLA levels of the groups according to the frequency of listening to songs in English, another Kruskal-Wallis test is run. The results are displayed in Table 7 below.

Table 7.
Kruskal-Wallis results for the comparison of fla according to the frequency of listening to songs in English (N = 166)

Frequency	*N*	Mean Rank	*Mdn*	*H*	*df*	*p*
Never (A)	20	104.53	3.37	6.159	5	.291
Sometimes (B)	25	90.10	3.25			

Often (C)	20	83.83	3.13
Usually (D)	11	84.41	3.00
Always (E)	76	77.51	2.63
Rarely (F)	14	73.04	2.50

As seen in Table 7, the results of the Kruskal-Wallis test to compare FLA levels according to the frequency of listening to songs in English does not produce any statistically significant difference, $H(5) = 6.159$, $p = .291$.

The fourth research question intends to reveal if the levels of FLE and FLA differ according to the languages spoken by the participants. However, since a variety of languages are spoken among the participants and the number of speakers for each language does not exceed a few people, the participants are regrouped as the speakers of 'Only Turkish' ($n = 128$) and 'Other Language(s)' ($n = 38$). T-test results for the difference between the groups in terms of their FLE levels are displayed in Table 8 and Mann-Whitney U results for the difference between the groups in terms of their FLA levels are not tabulated since there is no statistically significant difference between the groups in terms of their FLA levels ($Z = -1.356$, $p = .050$).

Table 8.
Comparison of FLE levels according to the languages spoken

Group	*n*	*M*	*SD*	*t*	*df*	*P*
Only Turkish	128	3.17	.72	-2,276	164	**.024**
Other Language(s)	38	3.47	.75			

As seen in Table 8, t-test results in terms of the FLE means according to the language groups show a statistically significant difference, $t(164) = -2.276$, $p = .024$, $d = .41$, indicating a medium effect size. The results show that the average FLE level among the speakers of other languages in addition to Turkish is significantly higher than those who only speak Turkish.

The fifth research question relies on qualitative data in order to reveal what sort of memories are perceived by the participants as 'enjoyable' and 'anxiety-provoking' in the compulsory EGP classes. During the analysis of the qualitative data, it is seen that 'enjoyment' sources of the participants are of a varying nature in that they perceive enjoyment arising out of the 'self', the 'teacher' or the 'performance' within the context of the EGP classes. In that respect, the causes of enjoyment in the EGP class are sorted as 'Self Oriented', 'Teacher Oriented', 'Group Oriented' and 'Performance Oriented' by the researcher. Table 9 displays the 'Self Oriented' causes of FLE along with the related topics and the number of participants who mentioned them.

Table 9.
Self-oriented causes of FLE (n = 8)

Topic	Mentioned by Participants
Learning new things	6
Learning pronunciation	1
Understanding the lesson in general	1

Table 9 shows that a sum of 8 participants point at the self-oriented causes of FLE. Most frequently, it is seen that learning new things in the compulsory EGP classes serves as the cause of enjoyment in their

foreign language class. One participant indicates that learning pronunciation gives him/her joy and another participant finds it a joyful experience to understand the lessons in general.

Table 10.
Group-oriented causes of FLE *(n = 12)*

Topic	Mentioned by Participants
Group collaboration	5
Common Jokes	3
Making fun of wrong pronunciation	2
Positive environment	1
Appraisal by peers	1

Group oriented causes of FLE according to the participants can be seen in Table 10. According to the findings, one participant finds it the most enjoyable to be praised by his/her peers and one participant enjoys the positive environment created by peers. Two participants state that making fun of wrong pronunciations in the class serves as the most enjoyable moments and three participants enjoy the EGP classes due to the existence of common jokes. Five participants state that collaborating with the group members in the EGP classes is the reason why they enjoy them, making 'group collaboration' the most frequently mentioned topic related to the group oriented causes of FLE. The findings seem to be indicative of some students' fondness of giving and receiving help in foreign language classes.

Table 11.
Performance-oriented causes of FLE (n = 14)

Topic	Mentioned by Participants
Giving the correct answer	6
Passing the course	4
Outperforming others	3
Providing correct pronunciation	1

In terms of the performance-oriented causes of FLE, it is seen in Table 10 that 4 topics are mentioned by 14 participants. Providing correct pronunciation in the class is the least frequently mentioned topic (n = 1) while outperforming one's peers is mentioned as a source of enjoyment by three participants, revealing their competitive personality. Four participants state that passing the course is the strongest source of enjoyment in relation to the compulsory EGP classes, which may be accounted for as a sign of extrinsic motivation. Lastly, the sense of achievement as a result of giving the correct answer to the questions asked by the teacher is the most frequently stated source of enjoyment in the EGP classes.

Table 12.
Teacher-oriented causes of FLE *(n = 22)*

Topic	Mentioned by Participants
Teacher's jokes	7
Appraisal by teacher	5
Positive environment	4
Being recognized by the teacher	2
Being talked to (casual)	2
Making fun of mistakes	1

Asking students' opinions	1

Table 12 demonstrates the teacher-oriented causes of FLE in the classes of EGP as a compulsory course. In this group, one student states that the teacher's asking for the opinion of the students creates joy and another student says that it is an enjoyable experience when the teacher makes fun of student mistakes, which may indicate that making fun of mistakes in a friendly way may be perceived as a positive issue. Moreover, getting involved in casual talks with the English teacher is perceived as a positive experience by two participants and being recognized by the teacher is stated by two participants as the cause of enjoyment. Four participants indicate that the teacher's creating a positive environment in the class is the most enjoyable thing to experience and five participants enjoy being praised by the teacher the most. The highest frequency in terms of the teacher-oriented causes of enjoyment is observed in the topic of 'teacher's jokes', mentioned by seven participants. It appears that being asked for opinions, being talked to, being recognized or being praised serve as causes of enjoyment in EGP classes. This seems to indicate that recognition as 'an individual' in EGP classes add to the positive feelings.

In general, it is seen in the qualitative findings that students perceive the moments of learning new things related to English language or culture, a sense of achievement, being a valuable member of the group and being treated as an individual by the teacher as the most enjoyable ones. Furthermore, it is seen that most of the enjoyment in foreign language classes is a result of the teacher's attitude.

Similar to the causes of FLE, the causes of FLA are grouped by the researcher under 'Performance-Oriented', 'Teacher-Oriented', 'Self-Oriented' and 'Course Requirements-Oriented' causes. Table 13 illustrates the 'Course Requirements-Oriented' causes of FLA.

Table 13.
Course requirement-oriented causes of FLA (n = 8)

Topic	Mentioned by Participants
Fear of Attendance Failure	7
Classes during the exam week	1

The analysis of the second open-ended question reveals that eight participants experience anxiety due to the requirements of the EGP course. As stated in the methodology section, all students who take the class must ensure 80% attendance to avoid automatic failure. With respect to this, seven participants indicate that the fear of failing due to insufficient attendance is the strongest cause of anxiety in the EGP classes. One student criticizes the non-stop nature of EGP classes pointing at their continuation during the weeks dedicated to mid-term exams, too. The findings show that some students may experience anxiety regardless of the classroom applications or people.

Table 14.
Self-oriented causes of FLA (n = 19)

Topic	Mentioned by Participants
Being called on	13
Trait anxiety	3
Realizing own inappropriate behavior	1
Lack of self-confidence	1
Failing to understand teacher talk	1

Table 14 shows that 19 participants report self-oriented causes of anxiety in EGP classes. Among them, one participant says that he or she feels the most anxious in the case of not understanding teacher talk and another one states that he or she lacks the self-confidence to enjoy foreign language classes. One other student states that he or she experiences the highest degree of anxiety upon realizing his or her own behaviour that could be labelled inappropriate. Three participants note that they are anxious whether or not they are in the foreign language class, which may be indicative of trait anxiety among them. The most commonly mentioned topic within the group of self-oriented causes of FLA is being called on in the foreign language class. This may suggest that they prefer to volunteer for questions instead of being selected by the teacher to answer it.

Table 15.
Teacher-oriented causes of FLA (n = 20)

Topic	Mentioned by Participants
Pushing student for an answer	7
Stern behavior	5
Negative remarks	4
Lack of support	2
Excessive conditioning	1
Irrelevant talk about self	1

The teacher-oriented causes of FLA according to the participants can be seen in Table 16. In the table, it is seen that one participant mentions his or her English teacher's talk about himself or herself that is not relevant to the class. Another participants indicates the excessive conditioning of the students by the teacher in terms of passing or failing the course as the strongest cause of anxiety. Two participants express that the moments when they could not receive teacher support serve as the strongest cause of anxiety. Four students say that they feel the most anxious when they hear negative (personal) remarks from the teacher and five students specify the stern behaviour of their English teacher(s) as the source of anxiety in EGP classes. The most commonly stated source of anxiety by the participants is the pushing of a particular student to answer a question in the class. This may be resulting from fear of negative evaluation, language ego or the fear of making a mistake among one's peers. However, most of the teacher-oriented causes of FLA appears to be related to the personality of the participants' teacher(s).

Table 16.
Performance-oriented causes of FLA (n = 21)

Topic	Mentioned by Participants
Giving the wrong answer	15
Problems in recalling	3
Incorrect pronunciation	2
Fear of failure	1

When the performance-oriented causes of FLA as shown in Table 16, it is seen that one participant regards underperforming in the exams as a source of anxiety and two participants consider incorrect pronunciation as the strongest cause of anxiety. Three participants feel the most anxious when they do not recall a particular piece of information as needed in the EGP class. Fifteen participants point that giving the wrong answer upon being called on in the class has the strongest effect on their level of FLA. It can be inferred from the performance-oriented causes of FLA that the participants are motivated to achieve a

given task in their EGP classes, but they may be lacking the confidence or teacher/peer support to participate.

It is seen in the qualitative findings related to FLA that passing-failing oriented course requirements, teacher personality, being called on and making mistakes are the strongest sources of FLA for the participants of the present study. Most of the topics, however, appear to indicate a lack of support either on behalf of the teacher or the peers in the EGP context.

6. Discussion

The present study aims to see if there is more enjoyment than anxiety in EGP as a compulsory course and if the two psychological constructs are correlated in the same setting. Moreover, the study aims to reveal if FLE and FLA levels differ according to the frequency of watching films/series in English, listening to songs in English and the languages spoken, along with discovering the sources of FLE and FLA.

In the results, it is seen that the level of FLE is significantly higher than the level of FLA in EGP as a compulsory course setting. The findings are parallel to those of Dewaele and MacIntyre (2014), who also conclude that language learners experience a higher level of FLE than FLA. Qualitative findings suggest that the level of FLE can be attributed to the learner's self, group of peers, performance and the teacher of the EGP course. The higher level of FLE in comparison to FLA may also be indicating that the participants are motivated to learn English since positive emotions, especially joy and amusement, are correlated with all variables related to language learning motivation (MacIntyre & Vincze, 2017). In brief, the compulsory status of the EGP course does not appear to be resulting in an increased amount of negative emotions and students still enjoy learning English although they take the course because it is obligatory in their program.

The two psychological constructs, FLE and FLA, seem to be moderately and negatively correlated with a small effect size. In other words, as the level of FLE increases, the level of FLA decreases (and vice versa) in the language class. This significant correlation and effect size are in conflict with Dewaele and MacIntyre's (2014) findings, which reveal that FLE and FLA are different emotions that are related but independent of one another. At this point, the sample characteristics of both studies should be compared in order to find out the reason behind the fundamental difference between the findings of two studies. Firstly, while the participants in Dewaele and MacIntyre's study mostly consider themselves to be high intermediate or advanced learners of English, the participants of the study are constituted by the students who failed an elementary level exemption exam, thus taking an elementary level EGP course. Moreover, over 90% of Dewaele and MacIntyre's participants have a Bachelor's Degree or above, while the participants in this study are all freshmen. Lastly, the participants of the study are all obliged to take the EGP course to continue their studies and this may mean that some of them actually do not have a desire to learn English, which may be supressing their enjoyment level. These differences, especially the compulsory status of the EGP course, may be causing a different association of emotions on behalf of the participants of this study, relating FLE to FLA. In addition, according to Leu, Wang and Koo (2011) and Joshanloo and Weijers (2013), association of positive and negative emotions with happiness or depressive states varies across cultures in that while Caucasian people tend to associate both positive and negative emotions with depression, only negative emotions are associated with it in the Asian context. With this regard, the conflict in the findings of this study and those of Dewaele and MacIntyre's (2014) may be accounted for by the fact that the present study is much more limited in terms of its cultural scope and thus, the sample may be exhibiting a different tendency in the association of emotions.

According to the results of the analyses, there are statistically significant differences among the groups according to the frequency of listening to songs or watching films/series in English both in terms of FLE and FLA levels, with the exception that FLA levels do not seem to differ according to the frequency

of watching films/series in English. However, these findings should be treated with caution since all of the effect sizes related to the findings are below .1, which indicates that the statistical significance acquired by the probability value below .05 is of no practical use (Borrego, Cutler, Prince, Henderson, & Froyd, 2013). For that reason, based on the effect sizes, it is argued that FLE and FLA levels do not significantly differ according to the frequency of exposure to English language through music and films/series. Although Baker and MacIntyre (2000) state that exposure to foreign language has positive effects such as increasing the level of willingness to communicate and decreasing the level of anxiety, the passive status of listening to songs or watching films/series does not appear to be producing the same effect according to the findings of the present study. This argument can be further supported by another group of findings within this study, which show that the speakers of Turkish along with other languages experience more enjoyment in the EGP classes in comparison to the speakers of only Turkish. This could be interpreted as the difference between being passively exposed to a language and actively using a language. Similar to the conclusion reached by Baker and MacIntyre (2000) through a comparison of the levels of FLA and willingness to communicate among immersion and non-immersion students, actively using another language for communication purposes produces a statistically significant effect on the level of FLE while being passively exposed does not make any difference in neither FLE nor FLA levels.

The first section of the qualitative part of the study focuses on the sources of FLE as stated by the participants. The findings show that the participants believe learning new things, collaborating with their peers including making jokes, demonstrating successful performance, being praised by the teacher and listening to the teacher's jokes comprise the most joyful moments in language classes. In that respect, it could be stated that FLE has self-oriented, group-oriented, performance-oriented and teacher-oriented sources. The reported sources of FLE can be treated with respect to Webb and Barett's (2014) findings, through which they conclude that attention, connection, sharing information, courtesy and a shared understanding in the classroom improves the quality of both teaching and learning, which may also be increasing the level of enjoyment.

The sources of FLA as reported by the participants are the main focus of the second section of the qualitative part. In this set of data, it is seen that the minimum attendance requirement of the EGP course, being called on in the class, being pushed for an answer, encountering stern behaviour and negative remarks of the teacher and giving the wrong answer to a question are regarded as the strongest causes of FLA in the EGP class. It should also be noted that no participant reports the characteristic features of English as a source of anxiety. The findings reveal that FLA has course requirement-oriented, self-oriented, performance-oriented and teacher-oriented sources within the setting of the present study. However, it should also be indicated that the minimum attendance requirement is valid for all the courses students take, therefore it may not be directly related to the foreign language classroom. The findings related to the sources of FLA seem to be similar to the sources stated by Young (1991), which include interpersonal and intrapersonal sources of anxiety including student and teacher beliefs, classroom applications and classroom interactions. In general, the participants of the present study seem to experience anxiety when they feel they are forced to do something, are evaluated and criticized by the teacher, especially when the criticism is accompanied by negativity on behalf of the teacher.

Taking the findings into account, it can be inferred that creating a strong and positive student-teacher rapport may affect teaching and learning positively since it aids in creative thinking and increased motivation both for the learners and the teacher. Moreover, although it would not be realistic to expect all teachers to make students laugh, creating an informal atmosphere in which the participants have opportunities to laugh may facilitate the increase of FLE and decrease of FLA, resulting in an improved learning and teaching experience. Lastly, providing the students with a certain level of autonomy in terms of when to give an answer and avoiding behaviour that can be negatively interpreted by the students may

help in increasing the positivity of the classroom environment, leading to a more enjoyable learning experience.

7. Limitations and Future Study

As for the limitations, it should be noted that the sample of the present study is based on convenience. Moreover, the data for the study was collected during the compulsory Foreign Language – II (English) course and the participants' success or failure in the compulsory Foreign Language – I (English) course of the previous semester may have had a confounding effect on their responses to the self-report instruments. For generalization purposes, it is recommended that the study be replicated with a random sample which statistically represents the population, controlling for the potential confounding factors.

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