What Makes English Learning Enjoyable and Anxious in a Korean EFL Context?*

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Ma, Jee Hyun & Cho, Young Ah. "What Makes English Learning Enjoyable and Anxious in a Korean EFL Context?" *Studies in English Language & Literature* 46.3 (2020): 297-319. The current study explores the latent factors of English learning enjoyment and English classroom anxiety specific to a Korean EFL context. The participants consisted of 395 college students from diverse academic grades and majors. The study employed a background questionnaire, the Foreign Language Enjoyment Scale (FLES), and the Foreign Language Classroom Anxiety Scale (FLCAS). To look at what makes English learning enjoyable and anxious, exploratory factor analysis was conducted using two instruments, and confirmed good validation and reliability of the enjoyment and anxiety scales when examined together. The findings of the study indicate that the latent factors of FLES included interest in learning English, the teacher characteristic and classroom atmosphere, the culture of English speaking countries, fun in English class, language learning strategy use, and cooperation with peers in English class. The underlying factors of FLCAS contained communication apprehension and fear of negative evaluation, negative attitudes towards English class, low self-confidence, and speech anxiety. Overall, the findings of the present study show a richer understanding of constructs of enjoyment and anxiety in language learning and pedagogical implications for EFL settings are also suggested. (Chonnam National University · Gwangju University)

Key Words: positive emotion, foreign language enjoyment, anxiety, EFL context, second language acquisition

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I. Introduction

In recent years, more interest has been paid to the role emotions play in second language (L2) acquisition (Boudreau, MacIntyre, & Dewaele, 2018; Dewaele & MacIntyre, 2014; Li-li, 2019; Oz, Demirezen, & Pourfeiz, 2015). Emotions can be seen as one of the most influential factors that determines acquisition, and they represent a dynamic and multifaceted process which emerges in specific environments and social contexts (Scovel, 2000).

It is quite true that the vast majority of studies on this subject have been primarily devoted to investigating negative emotions, with foreign language anxiety (FLA) being the most frequently discussed area in L2 literature. The results of the previous studies demonstrate a consistent, negative correlation between language learning anxiety and learners' attitudes, language achievement, learning strategy use, and motivation (Adia, 1994; Cheng, 2002; Cho, 2019; Park, 2014; Phillips, 1992). However, with the introduction of *Positive Psychology*, which is centered on enhancing human performance and well-being (Allen, Maccann, Mattews, & Roberts, 2014; MacIntyre & Gregersen, 2012), positive emotions, in particular foreign language enjoyment (FLE), have also started to attract scholarly attention and launched an additional strand of research into how positive emotions affect learning in various other educational contexts. Over the last few years, motivated by these theoretical assumptions in *Positive Psychology*, L2 researchers have begun considering more holistic perspectives, looking at a wider range of emotions, which has brought more attention to not just negative emotions or positive emotions but how both negative and positive emotions affect language learning together (Dewaele & MacIntyre, 2014; Jiang & Dewaele, 2019; Reeve, 2018; Weng, 2020).

Echoing these research trends, numerous studies have been conducted that looked at the relationship between negative emotions, positive emotions, and the role they play in language classrooms. The results of these studies have shown that there is a moderate negative correlation between these two variables, and they both essentially

have their own distinctive effects on L2 learning achievement (Dewaele, Witney, Saito, & Dewaele, 2018; Li-Ii, 2019). In addition, with regard to L2 proficiency, FLE is positively related to learners' performance, whereas FLA is negatively linked to their outcomes (Dewaele & Alfawzan, 2018; Dewaele & MacIntyre, 2014; Dewaele et al., 2018).

Even though there is accumulating evidence that indicates both emotions can be recognized as pivotal components of language learning, there have actually been few studies addressing the validity and reliability of scales that measure enjoyment and anxiety together and even fewer studies that look at this issue in a Korean EFL context. As some researchers have suggested, already established instruments should be modified and used to target such specific cultural and educational contexts (Li, Jiang, & Dewaele, 2018); those can then be used to better understand enjoyment and anxiety in localized classrooms. Thus, the main goals of this study is to construct a multidimensional measure of enjoyment and anxiety that teachers can use to better understand their students' emotions and then adapt their lesson plans to support more positive attitudes towards learning, boost affective classroom engagement, and foster more holistic teaching overall. Based on those goals, the following research questions were formulated:

1. What constitutes English learning enjoyment in a Korean EFL context?
2. What constitutes English classroom anxiety in a Korean EFL context?

II. Literature review

2.1 Foreign language enjoyment and language learning

Fundamentally, the basic role of enjoyment in L2 learning has stemmed from two theoretical approaches, broaden-and-build theory and control-value theory, which

were both grounded on *Positive Psychology* (Fredrickson, 2001; Li et al., 2018; Pekrun & Linnenbrink-Garcia, 2014). In terms of the broaden-and-build theory approach, enjoyment encourages learners to build sources and broaden their perspectives by facilitating positive power (MacIntyre & Gregersen, 2012). According to the control-value theory approach, enjoyment seems to be a positive, activity-focused emotion and is positively related to learners' performance (Piniel & Albert, 2018). Goetz, Hall, Frenzel, and Pekrun (2006) presented a hierarchical model of the construct of enjoyment, adding that enjoyment of life is regarded as being at the highest level, followed by context-specific experiences of enjoyment, situation-specific experiences of enjoyment, and then activity-specific experiences of enjoyment.

Dewaele and MacIntyre (2014) developed the Foreign Language Enjoyment (FLE) scale which has a total of 21 question-items. In that study, it was used to analyze 1,742 language learners' data from all over the world and confirmed a two-factor structure, FLE-social and FLE-private. To explain those more clearly, FLE-social pertains to friendly teachers, encouraging friends, and a supportive environment while FLE-private includes feelings boosted by achievement. In a follow-up study, Dewaele and MacIntyre (2016) employed a principal components analysis for the same dataset but shortened the survey to 14 question-items, and further developed the two-factor structure based around FLE-social and FLE-private. Later in 2017, they confirmed a 10-item version of FLE with a three-factor structure: FLE-social, FLE-private, and peer-controlled versus teacher-controlled positive atmosphere. Li et al. (2018) investigated the psychometric aspects of a Chinese version of the FLE scale on high school students and validated it using three dimension: FLE-private, FLE-teacher, and FLE-atmosphere. The findings revealed that scores on the FLE-teacher were the highest, followed by the FLE-private, and then FLE-atmosphere. Meanwhile, Jin and Zhang (2018) classified FLE into three subcategories: teacher support, student support, and foreign language learning.

As for the relation between FLE and other variables, Li (2020) investigated the

correlation between emotional intelligence, FLE, and language learning achievement for Chinese high school students. The findings showed small- to medium-sized relationships among the three variables, and emotional intelligence seemed to be influenced by FLE in terms of learners' perceived and actual performance. Zhang, Dai, and Wang (2020) recruited Chinese college students and examined how motivation affected their L2 proficiency. Through that study, they demonstrated FLE as a mediating role on the relationship between motivation and language learning performance.

2.2 Foreign language classroom anxiety and language learning

Horwitz, Horwitz, and Cope (1986) mentioned foreign language classroom anxiety (FLCA) as "a distinct complex of self-perception, beliefs, feelings and behaviours related to classroom learning arising from the uniqueness of the language learning process" (p. 128). Foreign language anxiety is generally explained as a negative emotional reaction and is closely related to learner-internal variables and the environment where the learning is taking place (MacIntyre, 2017).

In order to assess anxiety specific to L2 acquisition, some researchers have proposed a structure to identify components related to anxiety-provoking situations, and gradually, various measurements that look specifically at language learning anxiety have been used in diverse learning areas, including writing, speaking, reading, and listening contexts (Cheng, 2004; Chow, Chiu, & Wong, 2018; Gardner, 1985; Horwitz, 2001; Horwitz et al., 1986).

Horwitz et al. (1986) developed the Foreign Language Classroom Anxiety Scale (FLCAS), one of the most widely used instruments, to examine learners' anxiety during the language learning process. The question-items on the FLCAS were based on learners' self-reported data, the researchers' experiences as language teachers, clinical experiences, and empirical documents, and all of that suggested three main factors: communication apprehension, test anxiety, and fear of negative evaluation.

Several researchers have used the FLCAS to verify the reliability and validity of the instrument, revealing a variety of dimensions of anxiety that are dependant on the learning context. For instance, Aida (1994) examined the constructs of the FLCAS on college students who were studying Japanese in the United States. A factor analysis of the results showed four structures of measure: speech anxiety, fear of failing, comfortableness with Japanese, and negative attitudes. Liu and Jackson (2008) explored Chinese college students' anxiety components by using the FLCAS, and three structures of measure were suggested: fear of negative evaluation, communication apprehension, and test anxiety. Park (2014) examined the constructs of the FLCAS on Korean EFL college students. The researcher recruited two groups to identify the underlying components of the FLCAS by utilizing exploratory factor analysis for one group and confirmatory factor analysis for a second group. The results of the factor analysis in the first group revealed two main component sets, communication apprehension/understanding and communication apprehension/confidence. Using those two underlying factors in the second group, the outcomes indicated a two-factor model that fit the data.

More recently, there has been growing interest in the relationship between FLE and FLCA. Jiang and Dewaele (2019) investigated levels of the two variables on Chinese college EFL learners. Two instruments were used in the study. Ten items were extracted from the FLE (Dewaele & MacIntyre, 2014), and 8 items were adopted from the FLCAS (Horwitz et al., 1986). The findings revealed that levels of feeling enjoyment were higher than those of anxiety, and there was a moderate negative correlation between the learners' two emotions. Dewaele and Alfawzan (2018) examined the effects of the FLE and FLCA on language proficiency focusing on British secondary school learners by using the two instruments used in the abovementioned study. The results demonstrated that higher levels of the FLE were related to better language ability while a negative correlation was found between the FLCA and language achievement.

Despite the fact that empirical researchers are paying more attention to both

positive and negative emotions in L2 acquisition and seeing them as strong predictors of language learning performance, how enjoyment and anxiety affect Korean EFL learners is not as well researched.

III. Methods

3.1 Participants

A total of 395 undergraduate students－98 males and 297 females－participated in the current study: 343 freshmen (86.8%), 34 sophomores (8.6%), 10 juniors (2.5%), 8 seniors (2.0%). Their ages ranged from 19 to 24 (M=20.08, SD=1.000). Students were from 14 intact classes and enrolled in compulsory or general English language courses, majoring in various academic fields in the College of Health and Welfare, Humanities, Business Administration, or Engineering. Of the participants, 184 students have studied English for 6 to 10 years, and 211 students over 11 years. As for the participants' English proficiency levels, the results of a self-assessment that was a part of the background questionnaire indicated that 1 student (0.3%) rated his/her English proficiency level as advanced, 48 students (12.1%) as high-intermediate, 161 students (40.8%) as intermediate, 96 students (24.3%) as low-intermediate, and 89 students (22.6%) as low-level. Considering self-reported English proficiency levels, learners in the present study were mostly low and intermediate.

3.2 Instruments

Three instruments were employed in the study: the background questionnaire, the Foreign Learning Enjoyment Scale (FLES), and the Foreign Language Classroom Anxiety Scale (FLCAS). Firstly, the background questionnaire contained six closed-ended question-items and asked about the participants' gender, age, grade,

major, the number of years they have studied English, and their self-assessed English proficiency level.

To develop a valid and reliable questionnaire based on the FLES, 45 items were used in the study (see Appendix A). To be specific, 21 items designed to evaluate the learners' enjoyment were adapted from the FLE scale in Dewaele and MacIntyre's (2014) study, which reflect private and social enjoyment in the language learning environment. 13 items were adapted from the immersion, social interaction, and knowledge-improvement factors from the EGame Flow scale, which intended to identify e-learning flow by Fu, Su, and Yu (2009). The remaining 11 items were related to learning strategies and the culture of the target language; these were devised by the two researchers in the current study. Next, in order to measure the learners' anxiety while studying English, 33 items were extracted from the FLCAS (Horwitz et al,, 1986) and were used in this study (see Appendix B). The items, 1, 8, 11, 13, 15, 23, 24, 25, and 33, were reverse-scored in data processing, so high scores on these items meant the individual had high anxiety. The term of foreign language was worded to English learning in the two questionnaires.

To facilitate a clear understanding and response process, all question-items were translated by the researchers, both of whom have worked in a university for over ten years, and back translations were confirmed by one bilingual English native speaker who has taught English conversation in a university, too. The final questionnaires were provided in Korean, the learners' first language (L1), and were coded on a 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree).

3.3 Procedure and data analysis

The data were collected during regular English class sessions. Before administering the surveys, the instructor briefly explained the aims of the study and then asked learners to sincerely respond to a set of questionnaires consisting of the background questionnaire, the FLES, and the FLCAS, based on their perceptions, experiences, and attitudes towards English learning. Collected data were processed using SPSS 20.0. The background questionnaire was analyzed by a frequency analysis. To

measure the construct validity and reliability of the two instruments, the FLES and the FLCAS, Cronbach's alpha (α) and exploratory factor analysis were conducted.

IV. Results and discussion

4.1 Factor analysis of English learning enjoyment scale

The first research question was about what constitutes English learning enjoyment in a Korean EFL context. The outcomes of the Foreign Learning Enjoyment Scale (FLES), which had 45 items, were measured by exploratory factor analysis. For the analysis, several criteria were used to determine the validity and reliability of the FLES: principal components analysis with promax rotation, Kaiser-Meyer-Olkin (KMO), the eigenvalue greater than one criterion, the amount of common variance explained, and a factor loading higher than .30. The results of the KMO measure of sampling adequacy were .935, adding suitability for factor analysis. According to Field (2009), KMO values above 0.9 are perfect and indicate a very good sample size.

Table 1 presents the results of the factor matrix. Based on the eigenvalue greater than one criterion, a six-factor solution was extracted and accounted for at 57.233% of the total variance in the FLES.

Table 1 Factor matrix on the FLES

Factor	Eigenvalue	% of Variance	Cumulative
F1	14.607	32.460	32.460
F2	4.179	9.288	41.747
F3	2.317	5.149	46.896
F4	1.841	4.091	50.987
F5	1.493	3.317	54.305
F6	1.318	2.928	57.233

Table 2 illustrates the number of factors and factor loadings. To determine the

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best items for each factor, 14 items with loadings lower than .30 were eliminated, and then a six-factor solution with 31 items out of the 45 items was obtained, and that formed the basis of the subscales for the FLES. The reliability of the FLES, after deleting the 14 items and then using Cronbach's alpha, was .922 with a greater instrumental reliability. To be more specific, each factor proved to be satisfactory: .869 for Factor 1, .888 for Factor 2, .786 for Factor 3, .790 for Factor 4, .864 for Factor 5, and .618 for Factor 6.

Table 2 Factor loadings on the FLES

Items	Fl	F2	F3	F4	F5	F6
1	**.415**	-.377	-.001	.067	.227	.071
3	**.593**	-.056	-.272	-.201	.124	.095
4	**.555**	-.215	-.186	-.325	.127	.139
7	**.658**	-.093	-.286	-.211	.084	.110
8	**.679**	-.020	-.219	-.121	.102	.111
9	**.614**	-.080	-.255	-.130	.116	-.020
11	**.610**	.285	.045	-.284	-.075	.031
12	**.713**	-.196	-.250	-.181	.092	.005
13	**.516**	.318	.106	-.231	-.074	.277
44	**.668**	-.238	.265	.097	.128	-.036
45	**.557**	-.322	.281	-.025	.131	-.159
14	.363	**.436**	.102	.175	.068	.235
15	.464	**.716**	.054	-.062	-.022	-.011
16	.463	**.756**	.110	-.087	-.047	-.058
17	.475	**.756**	.095	-.103	-.019	-.095
18	.517	**.676**	.101	.002	.005	-.144
19	.482	**.431**	-.031	.310	.031	-.144
40	.423	-.075	**.568**	-.186	.206	-.197
41	.406	-.043	**.590**	-.192	.248	-.124
42	.467	-.186	**.559**	-.143	.261	-.088
43	.480	-.263	**.400**	.158	.263	.050
20	.476	.263	-.110	**.479**	.077	-.311
21	.591	.403	-.119	**.308**	.076	-.248
35	.666	-.252	-.032	.182	**-.319**	-.019
36	.586	-.240	.203	.108	**-.419**	.032
37	.613	-.254	.117	.139	**-.452**	-.017

38	.595	-.252	.259	.206	**-.308**	-.078
39	.512	-.324	.187	.158	**-.405**	.039
2	.338	-.074	.104	-.078	.099	**.301**
28	.611	.023	-.050	.352	.165	**.368**
29	.521	.177	.039	.254	.166	**.514**

To elaborate on that more, Factor 1 received significant loading from variables on the FLES with 11 items (1, 3, 4, 7, 8, 9, 11, 12, 13, 44, 45). The items under Factor 1 are mainly related to learners' interest in English class, such as feelings of enjoyment and fun, being proud of one's English abilities, learning interesting things, using English in real life, and having confidence as a worthy member of English class. Therefore, Factor 1 could be best labeled as interest in learning English.

Factor 2 received significant loading from variables on the FLES with 6 items (14, 15, 16, 17, 18, 19). Even though the 6 items consistently double loaded on Factors 1 and 2, with higher loadings on Factor 2, so it is reasonable to put these items into Factor 2 because they reflect externally influencing components related to teachers and environmental learning conditions. The items mainly explained teachers' qualities and the classroom climate, such as if the English teacher was encouraging and friendly or if the classroom had a good atmosphere. Consequently, Factor 2 is about teacher characteristic and classroom atmosphere.

Factor 3 received significant loading from variables on the FLES with 4 items (40, 41, 42, 43). The 4 items had consistently equal loadings on Factors 1 and 3 with higher loadings on Factor 3. Considering face validity in factor loadings and properties concerning favored cultures and peoples in the targeted language countries, it is adequate to put them into Factor 3. The items are mainly related to the culture of English speaking countries, such as if learners enjoy English movies and songs or if they enjoy talking with native speakers. Therefore, Factor 3 is labeled as the culture of English speaking countries.

Factor 4 received significant loading from variables on the FLES with 2 items (20, 21), though it double loaded on Factors 1 and 4. However, these items were

kept to compose Factor 4 partly because they dealt with fun in English classrooms, such as using running jokes and laughing a lot. So, Factor 4 is related to fun in English class.

Factor 5 received significant positive and negative double loading variables on the FLES with 5 items (35, 36, 37, 38, 39), which shared Factors 1 and 5. However, since these items obviously reflect a use of learning strategies when learning English, and there is a lack of face validity between Factors 1 and 5, they were kept in order to compose Factor 5. The items are mainly related to use of learning strategies in learning English, such as using listening, reading, speaking, and writing strategies when studying English. Therefore, Factor 5 is referred to as language learning strategy use.

Here, this study suggests a meaningful finding. Generally, it is acknowledged that the use of language learning strategies have positive effects on learners' proficiency, self-efficacy, motivation, and self-confidence (MacIntyre & Gregersen, 2012; Oxford, 1990). On the other hand, when taking into consideration the negative connection between English learning enjoyment and learning strategy use in the current study, more attention could be paid to investigate the two variables.

Factor 6 received significant loading variables on the FLES with 3 items (2, 28, 29). These items also shared in loading on Factors 1 and 6. Yet, they are clearly about the cooperation with peers in English class, so it is suitable to put them with Factor 6. The items are concerned with cooperating with friends and the helpfulness of cooperating with others when studying English. Consequently, Factor 6 is labeled as cooperation with peers in English class.

In conclusion, the findings of the study suggest a six-factor solution: interest in learning English, the teacher characteristic and classroom atmosphere, the culture of English speaking countries, fun in English class, language learning strategy use, and cooperation with peers in English class. The latent factors in the study are partially overlapped with the theoretical constructs of the FLE reviewed in the previous studies. As for the teacher's role in FLE, teacher-centered variables affect learners'

enjoyment and teachers' friendliness seems to be a strong positive predictor among enjoyment factors rather than social and private dimensions (Dewaele & Dewaele, 2020; Dewaele, Magdalena, & Saito, 2019; Mierzwa, 2019). Similarly, teachers can create positive atmosphere and also boost learners' performance with emotionally good conditions (Cuéllar & Oxford, 2018).

Plus, L2 learners with higher levels of enjoyment obtained better outcomes than those with lower levels of enjoyment, and they were also more inclined to have higher levels of motivation, self-confidence, and interest, adding to the correlation between FLE and self-perceived and actual language abilities (Dewaele & Alfawzan, 2018; Kissau, 2006). In other words, enjoyment can make learners widen their perspectives and promote more language learning which ultimately raises learners' motivation and confidence. That is, positive emotions such as motivation, self-efficacy, self-esteem, and enjoyment may lead learners to an optimal state during the language acquisition process and boost learners' capacity to absorb more of the targeted language. Additionally, establishing a good classroom environment with adequate and enjoyable tasks can maintain and even boost learners' positive emotions.

4.2 Factor analysis of English classroom anxiety scale

The second research question dealt with what constitutes English classroom anxiety in a Korean EFL context. The outcomes of the Foreign Language Classroom Anxiety Scale (FLCAS), which had 33 items, were measured by exploratory factor analysis. As with the FLES, the same criteria were used to ascertain latent components in the factor structure of the FLCAS. The results of the KMO measure of sampling adequacy was .969, meeting suitability for factor analysis.

Table 3 presents the results of the factor matrix. Based on the eigenvalue greater than one criterion, a 4-factor solution was extracted and accounted for 63.648% of the total variance.

Table 3 Factor matrix on the FLCAS

Factor	Eigenvalue	% of Variance	Cumulative
F1	16.970	51.423	51.423
F2	1.693	5.132	56.555
F3	1.215	3.682	60.237
F4	1.126	3.411	63.648

Table 4 represents the number of factors and factor loadings. All 33 items proved a factor loading higher than .30, and a 4-factor solution with 33 items was obtained and formed the basis of the subscales of the FLCAS. The reliability of the FLCAS, measured using Cronbach's alpha, was .969 with a greater instrumental reliability. To be more specific, each factor proved to be satisfactory: .965 for Factor 1, .854 for Factor 2, .697 for Factor 3, and .799 for Factor 4.

Table 4 Factor loadings on the FLCAS

Items	Fl	F2	F3	F4
4	**.746**	.085	.121	.130
5	**.729**	-.288	.037	.283
7	**.719**	.110	-.148	.112
11(R)	**.544**	-.418	.133	.291
12	**.710**	.142	.009	-.068
14	**.770**	-.171	.004	.012
17	**.785**	.049	.106	-.063
21	**.715**	-.119	-.009	-.151
22	**.788**	.066	-.067	-.177
23(R)	**.826**	-.076	-.107	-.017
26	**.819**	-.233	-.127	-.025
27	**.745**	-.035	-.186	-.056
28	**.785**	-.237	-.229	.053
32	**.844**	-.122	-.086	-.037
33(R)	**.714**	.145	-.215	.200
1 (R)	**.648**	.003	-.103	.064
15(R)	**.754**	.086	.049	-.226
18(R)	**.789**	.180	.067	-.200
20	**.767**	-.277	-.109	.020

24(R)	**.706**	-.331	-.074	-.175
29	**.668**	-.352	-.003	-.245
30	**.775**	-.051	-.087	-.165
31	**.741**	.161	-.011	-.196
3	.701	**.310**	.179	.088
6	.497	**.395**	.099	.238
10	.446	**.367**	-.026	.370
13(R)	.732	**.393**	-.010	-.080
16	.731	**.330**	.131	-.276
25(R)	.770	**.344**	-.055	-.052
2	.431	-.134	**.727**	.110
19	.568	-.159	**.582**	-.121
8(R)	.728	-.045	-.034	**.353**
9	.739	-.020	-.024	**.362**

*(R): reverse scored items

Factor 1 received significant loading from variables on the FLCAS with 23 items. Judging from the view of face validity and consistency of latent components, Factor 1 was divided into 2 subscales. Thus, Factor 1-1 includes 15 items (4, 5, 7, 11, 12, 14, 17, 21, 22, 23, 26, 27, 28, 32, 33). The items are mainly related to fear of communication in English class, such as getting nervous, being very self-conscious, being overwhelmed by the many rules needed to speak English, and trembling and being frightening when one doesn't understand what the teacher is saying or having to speak without any preparation in English class. Therefore, Factor 1-1 could be best labeled as communication apprehension. Factor 1-2 consists of 8 items (1, 15, 18, 20, 24, 29, 30, 31). The items deal mainly with being worried about making mistakes, taking tests, feeling pressure from possibly failing English tests, and being afraid of receiving feedback about mistakes from teachers. Consequently, Factor 1-2 is referred to as fear of negative evaluation.

Factor 2 received significant loading from variables on the FLCAS with 6 items (3, 6, 10, 13, 16, 25), which share in loading on Factors 1 and 2. However, since they are clearly about negative and passive attitudes towards English class, they needed to be loaded in Factor 2. The items are about feeling more tense in

English class than in other classes, feeling like skipping English class, and thinking about other things during English class. Accordingly, Factor 2 is concerned with negative attitudes towards English class.

Factor 3 received significant loading from variables on the FLCAS with 2 items (2, 19), which had consistently equal loadings on Factors 1 and 3, with higher loadings on Factor 3. Thus, it is reasonable to put these items into Factor 3 partly because they reflect low self-confidence. They are related to thinking other students are better skilled learners in terms of general English performance and conversation. Consequently, Factor 3 is labeled as low self-confidence.

Factor 4 received significant loading from variables on the FLCAS with 2 items (8, 9) though it double loaded on Factors 1 and 4. However, these items were kept in order to compose Factor 4 partly because they dealt with speech anxiety in English. The items are about feeling nervous when speaking with native English speakers and feeling embarrassed when voluntarily answering questions during class. Therefore, Factor 4 is related to speech anxiety.

Overall, the findings of the study suggest a four-factor solution: factors related communication apprehension and fear of negative evaluation, negative attitudes towards English class, low self-confidence, and speech anxiety. As Park (2014) stated, empirical researchers reported a variety of underlying components related to the FLCAS since they used different versions of the FLCAS, which were dependent on the participants' L1, and they had diversly subjective views on the extracting factors. Nevertheless, the latent factors in the study partially overlapped with the theoretical constructs of the FLCAS presented in the empirical studies (Aida, 1994; Liu & Jackson, 2008: Mak, 2011; Park, 2014).

It is reported that the personality traits of learners, that is learner-internal variables, poor performance, and fear of teacher criticism, turned out to be the main components of FLCA (Dewaele, 2017; Jiang & Dewaele, 2019). Thus, being aware of learners' internal or external negative emotions could be useful in the classroom. Crucially, it is more reasonable for teachers to create a more friendly environmental

context and interests to help the learners be more engaged and interested in tasks which will eventually help them feel less anxious and cope with negative experiences towards language learning. By sharing learners' negative emotions, teachers can make language learning tasks which are intended to help learners alleviate language anxiety and to be more active in the classroom.

V. Conclusions

The present study aims to validate an appropriate instrument to measure English learning enjoyment and anxiety specific to the Korean EFL context. The results of the study indicate that the latent factors of the FLES confirmed interests in learning English, as well as the teacher characteristic and classroom atmosphere, the culture of English speaking countries, fun in English class, language learning strategy use, and cooperation with peers in English class. The underlying factors of the FLCAS were communication apprehension and fear of negative evaluation, negative attitudes towards English class, low self-confidence, and speech anxiety.

Language learners constantly experience both negative and positive emotions. It is the fact that enjoyment is associated with fostering language development while anxiety had come to have a negative connotation in the literature. However, a constructive balance of enjoyment and anxiety ought to be taken into consideration, rather than just looking at opposite ends of the emotional spectrum. This is because negative emotions could make learners eliminate obstacles while positive emotions could help them enhance personal strengths and learning potential, meaning that attempting to reduce learners' anxiety may not lead them to automatically increase their language enjoyment (Dewaele & MacIntyre, 2014; Dewaele et al., 2018; Gregersen & MacIntyre, 2014).

Li et al. (2018) stress that it is necessary to establish measurement equivalencies and provide an effective modified instrument for considering the targeted cultural

differences in learning contexts. In this respect, the FLES and the FLCAS validated in the current research could provide a useful and diagnostic measure which could make it possible to more precisely identify the multidimensional facets of language learning enjoyment and anxiety in EFL contexts. Obviously, from a methodological approach, this study might hold potential for future research in that reliable assessments of the two variables specific to Korean EFL settings have rarely been reported on. Two instruments may be particularly useful to gauge learners' developmental progress and monitor changes of learning habits and attitudes towards targeted language learning over a period time, which ultimately can be helpful for them to be more self-regulated and motivated in their own learning. From a pedagogical perspective, the findings of the current study can be effective as a research tool to trace learners' awareness and perceptions of language learning, and teachers might incorporate the data obtained from the FLES and the FLCAS into classroom activities and better prepare effective and interesting materials that match learners' emotions and interests.

The sample used in this study consists entirely of college students and does not represent the general population of the Korean EFL context; based on that, looking at more diverse academic levels of learners could yield more concrete findings. In addition, for a better understanding of language learning enjoyment and anxiety, a mixed-methods approach using quantitative and qualitative data, language proficiency, confirmatory factor analysis are recommended for future studies.

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Appendix A. Selected items in the Foreign Language Enjoyment Scale

문항	내용	1	2	3	4	5
1	나는 영어 공부를 할 때 창의적이다.	1	2	3	4	5
2	나는 영어 수업시간에 당황스러운 실수를 해도 웃어 넘길 수 있다.	1	2	3	4	5
3	나는 영어 수업시간이 지루하지 않다.	1	2	3	4	5
4	나는 영어 공부를 즐긴다.	1	2	3	4	5
5	나는 영어 수업시간에 마치 다른 사람처럼 느껴진다.	1	2	3	4	5
6	나는 영어 수업시간에 내 자신을 더 잘 표현하는 방법을 배웠다.	1	2	3	4	5
7	나는 영어 수업시간에 열심히 하는 학생이다.	1	2	3	4	5
8	나는 영어 수업시간에 재미있는 것들을 배운다.	1	2	3	4	5
9	나는 영어 수업시간에 나의 성취감이 자랑스럽다.	1	2	3	4	5
10	영어 수업시간은 좋은 환경이다.	1	2	3	4	5
11	영어를 배우는 것은 멋진 일이다.	1	2	3	4	5
12	영어를 공부하는 것은 즐겁다.	1	2	3	4	5
13	실수를 하는 것은 영어 학습 과정의 한 부분이다.	1	2	3	4	5
14	나의 학과 학우들은 좋은 친구들이다.	1	2	3	4	5
15	영어 선생님은 우리를 격려해주신다.	1	2	3	4	5

1: 전혀 아니다, 2: 아니다, 3: 보통이다, 4: 그렇다, 5: 매우 그렇다

Appendix B. Selected items in the Foreign Language Classroom Anxiety Scale

문항	내용	1	2	3	4	5
1	나는 영어수업시간에 실수하는 것을 걱정한다.	1	2	3	4	5
2	나는 다른 학생들이 영어를 나보다 더 잘한다고 생각한다.	1	2	3	4	5
3	나는 다른 수업시간에 비해 영어수업시간에 더욱 긴장한다.	1	2	3	4	5
4	나는 영어선생님이 영어로 말하는 것을 이해하지 못하면 긴장한다.	1	2	3	4	5
5	나는 영어수업시간에 준비 없이 말해야 할 때 당황하기 시작한다.	1	2	3	4	5
6	나는 영어수업시간에 수업과 관련이 없는 것들에 대해 생각한다.	1	2	3	4	5
7	나는 영어로 말을 할 때 다른 학생들이 비웃을까봐 걱정한다.	1	2	3	4	5
8	나는 원어민과 영어로 말하는 것에 긴장한다.	1	2	3	4	5
9	나는 영어수업시간에 자진해서 답하는 것이 당황스럽다.	1	2	3	4	5
10	나는 종종 영어수업을 듣기 싫다.	1	2	3	4	5
11	나는 다른 사람들이 영어수업시간에 긴장하는 것을 이해한다.	1	2	3	4	5
12	나는 영어수업시간에 너무 긴장해서 알고 있던 것도 잊어버린다.	1	2	3	4	5
13	나는 영어수업을 받으러 갈 때 불안하고 자신감이 없다.	1	2	3	4	5
14	나는 다른 학생들 앞에서 영어로 말을 할 때 수줍음을 느낀다.	1	2	3	4	5
15	나는 영어수업시간에 준비를 충분히 했음에도 불구하고 수업에 대해 걱정한다.	1	2	3	4	5

1: 전혀 아니다, 2: 아니다, 3: 보통이다, 4: 그렇다, 5: 매우 그렇다

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