



Positive psychology in foreign language writing: teacher's enthusiasm and students' enjoyment

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Abstract. The existence of positive psychology, particularly regarding emotions in second language acquisition has taken a great attention. However, certain factor such as teacher's enthusiasm which might influence students' performance and emotion during the learning is considered to be neglected. Therefore, the current study focuses on emotions among foreign language students related to foreign language enjoyment of students in relation to teacher enthusiasm in English writing class. 114 of FL students who take English writing course at two different universities filled out closed-ended questionnaire. We use 4 items of perceive teacher enthusiasm scale from [18] and 21 items of foreign language enjoyment (FLE) suggested by [7]. 10 students were interviewed qualitatively to shed light on possible explanation for the observed trends. Students' assessments of their teacher enthusiasm are rated in moderate correlation with their level of enjoyment in writing class. The implication for theory and teaching are examined and suggestions for future study are offered.

Keywords: Positive Psychology, Foreign Language, Teacher, Student

1 Introduction

1.1 Type area

[7] lauded the arrival of a more comprehensive framework of learner emotions, spurred by positive psychology, the scientific study of how individuals live and develop, in their introductory pieces to special issues on emotions in SLA [7][32]. [6], positive psychology is a result of unsatisfied reaction toward former psychology's concept to just focus on curing negative feelings e.g., traumatic experiences. Supporting this argument, [31] add that positive psychology refuses to accept the palliative approach in general psychology, which emphasizes the growth of strategies for reducing hurt and learn how to deal with negative experiences, in favour of developing tools to build positive emotions, foster greater engagement, and enhance gratitude of life's purpose and its events[8].

The study about emotions i.e., positive and negative emotions in second language acquisition is quite varied e.g., learners' enjoyment and emotion regulation [53]

students' enjoyment and boredom in relation to teacher enthusiasm and students' social behavioural engagement [10], students' enjoyment and anxiety [4] [9] [14][15], students' enjoyment and anxiety between male and female students [15] students' enjoyment and anxiety in relation to several factors, e.g., teacher's factor [8] , teacher and learners variables [14], general and specific domain-English achievement [1].

A crucial component of effective teaching is teacher enthusiasm, which benefits students' cognitive, emotional, and motivational results as well as teachers' well-being and instructional behaviour [4]. Studies regarding teacher enthusiasm and students' enjoyment have conducted for the last ten years even more across disciplines. The study regarding teacher enthusiasm and its relation to good feelings, self-efficacy, and well-being investigated by Burić & Moè [4]) showed that there was a direct and indirect relationship between positive feelings and teacher enthusiasm at work. [19] managed a study related to teacher enthusiasm in Mathematic field, where indirectly, student-perceived teacher enthusiasm predicted students' mastery goal orientation by way of student-perceived support for social relatedness and autonomy. Studies concerning with teacher enthusiasm also conducted by some researchers e.g., teacher enthusiasm and student engagement in Germany context [20], factors of teacher's enthusiasm and indicators of enthusiasm in India [22], teacher self-efficacy and enthusiasm at secondary level in Germany [28], teaching enthusiasm, internship experiences, and teacher self-efficacy when using a mobile portfolio app [36], teacher enthusiasm, students' success and engagement (Peng, 2021).

Above previous studies indicate the research related to students' positive and negative emotions are varied. However, there is still lack of attention towards the teacher's enthusiasm research, and how it relates to students' enjoyment. In this case, the researchers would like to fill the gap by investigating students' enjoyment and its relation to teacher's enthusiasm. Furthermore, research regarding the intended topic is rarely investigated in Asian context including in Indonesia. Thus, this research topic is a demanding study in Indonesian context, based on the consideration that many Indonesian students are still lack of mastery in English competences. Based on the preliminary study to some universities in East Kalimantan province, Indonesia, interview result to the head of English department indicates poor English proficiency especially in English writing. The former researchers believe that the teacher is the core element of how teaching and learning process can be successful, and how students can enjoy the lesson is also highly important to give teachers references on how should they teach their students. Hence, the current study is intended to investigate emotions of students, i.e., foreign language enjoyment in relation to teacher's enthusiasm. Shortly, the researchers form the following research questions:

- A. How does students' perceived teacher enthusiasm correlate to their foreign language enjoyment in learning writing?
- B. How is students' foreign language enjoyment reveal in writing class in relation to teacher enthusiasm?

2 Methods

2.1 Positive psychology in SLA

In particular, Martin E. P. Seligman developed psychology science into positive psychology in various fields where education is not an exception. Later in educational fields, positive psychology established as positive education and has been used in many educational institutions by teachers to instruct their students [17]. Positive education highlighted the phenomenon where the cognitive abilities of students are the most important factor in the classroom in order to earn good scores. In this case, education is not just about how to help students succeed academically by putting pressure on their potentially different cognitive abilities. In truth, there are psychological components as well, such as students' emotions which deserved to get teachers' attention.

The concept of positive psychology is regarded as the internal pursuit of happiness and purpose in one's life. [46] elaborates on this concept by describing the aim of well-being as the promotion of flourishing through the cultivation of the five pillars of PERMA, i.e., positive emotion, engagement, meaning, positive connections, and accomplishment. One's subjective evaluation of the quality of their lives is directly linked to their level of positive emotional states. Like happiness, engagement is a subjective concept that be gauged by asking a person to rate how much they enjoyed doing something or how good it made them feel. Subsequently, it is through our connections to the people around us that we find meaning and purpose in life. As a last point, a key component of human happiness is the realization that our efforts have paid off. When a difficult procedure finally yields a positive outcome, such as a place in history or the completion of a significant goal, that person can say that they are happy.

Language learning is only one of many fields where positive psychology is showing promise is a new and promising field of study, i.e., second language acquisition (SLA). The field of positive psychology has made existing strides, and its discoveries may have relevance in second language acquisition; hence, the role of pleasant emotions in language learning deserves greater research [15]. The humanistic method of teaching a language, motivational models, the concept of an affective filter, studies of proficient language learners, and self-related ideas are examples of how positive psychology has been applied to the study of language [14]. [50] convinced that emotions are essential in the process of teaching and learning of foreign language. For instance, studying students' emotional responses can reveal the distinctions between engaged and disengaged students as well as shed light on why certain student with motivational goals is not adequately motivated to act [30]; [41]. The emotional experiences that students encounter in class have an impact on their achievement and well-being [34]. Neglecting students' emotional needs could result some academic issues e.g., fear of making errors, anxiety about receiving a poor grade, lack of confidence, and fear of mocking by peers [39]. Negative emotions, such as worry, have an impact on students' motivation, willingness to take writing class, and their writing ability [33]. In the current study, we rely on the theory of positive psychology by Seligman as the foundation of investigating emotions of students in teaching and learning process in the classroom.

2.2 Teacher enthusiasm

The behavioural component of teacher enthusiasm was left out of the conceptualization of the trait proposed by [25]. On the other hand, in the conception of [25] teacher's enthusiasm only referred to their subjective emotional sense of enjoyment in teaching,

which is central to teacher's motivation. Since behavioural emotions were left out of the two-dimensional model, it was impossible to distinguish excitement from the literature on teacher enthusiasm [24]. The idea of instructors' enthusiasm is received, passed on, and conveyed in the classroom was similarly stunted because of the omission of teacher's behavioural expressions of enthusiasm.

In light of this new understanding, [24] recast teacher passion as an affective-behavioural trait. The two-dimensional concept captures both the subjective sensations of delight, elation, and pleasure, as well as the observable classroom actions that stem from these states of mind. They also made a distinction between teacher's enthusiasm in the subject matter and their interest in the process of teaching itself. Teacher enthusiasm was further described by [23] as an affective-behavioural teacher trait, that is the co-occurrence of positive emotional feelings including delight and the behavioural (mainly nonverbal) presentation of these subjective experiences. Teacher enthusiasm, as defined by [18], is both the emotional experience of delight in teaching and its behavioural representation or translation in the classroom. Facial expression, vocal pitch, and rate of speech are all known to increase when someone is happy. Enthusiasm refers to both actual and fake enthusiasm.

Teacher's enthusiasm can now be an observable, palpable, and contagious trait to the addition of their demonstrated enthusiasm in the construct. It was demonstrated by Frenzel et al. (2009) [18] that both instructor and students happiness were contagious in the classroom. Others in the field of educational psychology, such as [27][29] have also found that students benefit from teachers who are genuinely excited about what they are teaching. The present study is based on the conceptual and empirical foundations laid by the bi-dimensional conception of teacher enthusiasm suggested by [23] and [18]. Thus, how students perceive the teacher enthusiasm in teaching writing is important in this study. We adopt the affective-behavioural approach to teacher's enthusiasm and aim to examine the relationship between teacher's enthusiasm and students' emotions, particularly the foreign language enjoyment.

2.3 Foreign language enjoyment in SLA

One of many emotions that cluster around the fundamental emotion of happiness is enjoyment. Positive emotions like pride, meaning, and challenge all come together in a state of enjoyment. It happens most often when students have some control over what they are doing, when they encounter something new, and when they master a difficult task [6] [47]. Enjoyment in an L2 setting can be a motivating emotion for learning and success, increase willingness to communicate, as well as greater level of involvement [2] (Botes et al., 2021). Enjoyment is the next level of pleasure. When one's requirements are met and then exceeded by accomplishing something novel or exciting, a pleasant feeling of enjoyment sets in [6] (Csikszentmihalyi, 2008). If getting pleasure from doing something is as simple as feeling good about doing it, then enjoyment can take on new dimensions like deep thought, intense concentration, and the perfect amount of difficulty [4] (Boudreau et al., 2018). When our emotional and mental requirements are met, we experience happiness, which is reflected in the emotion of enjoyment. According to the vast majority of emotion theories, enjoyment is a foundational feeling that manifest itself whenever a person experiences and positive results in terms of one's own [42].

Several investigations have pinpointed a wide variety of potential causes of foreign language enjoyment (FLE). They include teacher factors, e.g., teacher enthusiasm [10], teacher's frequency of using the target language [8], teacher's well-being and resilience [17], student factors, e.g., attitudes towards the FL [16], gender factor [16], general competence [9] and specific English language skills e.g., speaking, grammar, reading, writing, and listening [12]. Consequently, it is crucial to ascertain whether or not students enjoying the course and its activities, are experiencing any anxiety, or having no discernible reaction at all.

Defines joy is an attitude of ongoing inner comfort and satisfaction which is sustained by a sense of calm, passion, or enthusiasm. Additionally, a succession of fun and pleasant learning experiences is referred to as joyful learning, in which both teacher and students engage in active, personally rewarding, and fruitful learning experiences [52]. Waterworth suggested that in order to create more beneficial and long-lasting learning results, joyful learning makes the most of the learners' personalities, emotions, and senses [52]. One of the positive emotions mentioned in the field of positive psychology is enjoyment, which [47] [6] defined as a positive emotion one feels when pushing themselves to the limit in a particular activity, such as engaging in a stimulating conversation or giving a wonderful performance. It results in flow, personal development, and long term-satisfaction [47], which are obtained from student learning progress, such as good feedback and high marks, and may inspire students to achieve more future success [44]. Most scholars believe enjoyment to be a psychological need of people and include it as one of the primary feelings that come from desired outcomes in terms of personal success [43]. L2 enjoyment is an example of positive feeling, as it refers to the delight and pleasure that second-language learners experience [49], related to ideal of L2 self [51], eager usage of the target language, and L2 ability [40]. In the current study, we relate the FLE to the context of FL writing to teacher's enthusiasm as one of influential factors in driving students to joyful situation in learning.

3 Methods

3.1 Research design

This research is examined by using a mixed-method, typically sequential explanatory. [5] explains that the gathering of quantitative data is followed by the collecting of qualitative data in sequential explanatory research. In this case, the quantitative analysis is used to examine the teacher's enthusiasm and students' FLE in writing class. Meanwhile, the qualitative research is appeared to dig more on the information related to students' emotion during the writing class, including their reasons on why they feel certain emotion during the reminiscing of the FL writing class.

3.2 Participants

The total number of 114 students from two universities in East Kalimantan, Indonesia become the participants of the current study. The demographic preliminary study shows several points related to the participants' information i.e., gender (male = 51, female = 63), age (between 19-20 years old = 74, between 21-22 years old= 40), duration of learning English (12 years = 114, 6 years at elementary level, 3 years at Junior high school level, and 3 years at High school level), English learning test proficiency experience (prediction English proficiency test from local university = 36, paper-based TOEFL = 22, IBT-based TOEFL = 10, IELTS = 8, N/A = 38), and English course experience (N= 75).

3.3 Data collection and instruments

The total number of 114 EFL students who take English writing course were asked to fill out a self-report regarding how they perceive teacher enthusiasm in teaching writing. The questionnaire used is adopted from [18] which consisted of four items of perceive teacher enthusiasm. Additionally, another questionnaire is adapted from [14] which is contained 21 items of FLE. This time, the questionnaire is adapted to the context of teaching and learning of writing since the proposed questionnaire by [14] is for general English. Semi-structured interview was conducted to representative 10 students to explore about their emotions when reminiscing English writing class, typically regarding their English writing teacher enthusiasm. The list of questions regarding how students perceive the teacher's enthusiasm are adopted from [11] which are consisting five open questions: What do you think of your English teacher's teaching? What do you think of her/his enthusiasm? How do you know that? Do you think her/his enthusiasm has any effect on you? If so, could you describe it in more detail?

3.4 Data analysis

Data analysis gained from FLE questionnaire is quantified by using SPSS app, the 26th version. The pilot-tested of FLE and perceive teacher questionnaires to 15 students was analysed and gained a high Cronbach alpha (FLE questionnaire = .86, and perceive teacher enthusiasm = .84). In order to answer the main research question regarding the relation between teacher's enthusiasm and students' FLE, Pearson correlation was run. Meanwhile, to answer the supported research question, i.e., data obtained from semi-structured interview is analysed by a series of flow chart analysis suggested by [37] which consisted of data reduction, data display, and data condensation.

4 Findings And Discussion

4.1 The relationship between students' perceived teacher enthusiasm and students' FLE

Table 1. Correlation between teacher enthusiasm and students' enjoyment

Variables	Outcome	Teacher enthusiasm	Students' FLE
Teacher enthusiasm	Pearson correlation	1	.462
	Sig. (2-tailed)		0.000
Students' FLE	Pearson correlation	.462	1
	Sig. (2-tailed)	0.000	

Above results indicate that there is correlation between teacher enthusiasm and students' foreign language enjoyment in learning writing. This can be seen from the statistical calculation that the two-tailed significance value shows a number smaller than 0.05 ($0.00 < 0.05$). In addition, the result of Pearson correlation shows a number of .462, so that there is positive correlation with moderate correlation level between the teacher enthusiasm and students' foreign language enjoyment.

The results obtained from this study differ from previous research, where [11] found a relationship between teacher enthusiasm and students' emotions (enjoyment and boredom) within a small to large range. This research supports this study where there is relationship between teacher enthusiasm and students' enjoyment in learning writing. However, this study differs from the study conducted by [11] in two main aspects. Firstly, the context of English language learning; the previous study was conducted for EFL context in general, while this study focuses only on English writing. Secondly, the focus of the research; [11] focused not only on the relationship between teacher enthusiasm and students' enjoyment, but also on other emotions such as boredom and students' behavioral engagement. Nevertheless, even though in different context, the similarity in general is that there is also correlation between teacher enthusiasm and students' enjoyment in learning English.

This also supports [23] theory that teacher enthusiasm is an affective-behavioral characteristic of a teacher that produces enjoyment in teaching. Additionally, [25] reinforce this by explaining that teacher enthusiasm is solely based on subjective emotional experience, such as teacher's enjoyment during teaching. In this case, [18] noticed that teacher's enjoyment when teaching is possibly influences students' enjoyment during the process of learning and can improve students' interest and motivation [27].

4.2 Students' FLE reveal in writing class in relation to teacher enthusiasm

This section is explained regarding students' enjoyment in learning writing, as well as to dig more whether the students' enjoyment is connected to the teacher enthusiasm. When the students were asked whether their writing teacher enthusiastic during the teaching and learning of writing in class, most of the students said that the writing teacher is enthusiastic. One of them mentioned that the teacher has a great enthusiastic and always giving comments to students' writing assignment as the following excerpt:

Student 1: "The writing teacher has a good spirit. She is actively giving feedback to our writing. When there is drafting activity in the classroom, the teacher always walks around and check our progress as well as make sure whether we have question or not. In addition, the teacher always gives me both positive and negative feedback to our essay. She tells me what should and not to do when writing an academic essay" (SYA, female, 20).

Another student said that the writing teacher is enthusiastic enough in explaining the materials as below:

Student 2: “The teacher looks master the materials a lot. It seems that she is passionate in teaching writing subject” (TFK, female, 20).

When asking whether they enjoy the writing class or not, most of them said they do. Moreover, when the researchers asked what makes them enjoy the lesson, they come with various answer. One of them said that it is enjoyable to join the writing class because the teacher can accommodate all of the students’ confusion when writing an essay as the following statement:

Student 3: “For me, the teacher is smart. She can solve all of my problems in writing an essay assignment such as how to make a good topic sentence and how to develop supporting sentences” (AZS, male, 19).

Another student said that he enjoys the writing lesson because the teacher appreciates his writing.

Student 4: “I feel that I am not a very smart student, especially in writing. When joining the writing class, I feel proud of myself because the teacher is not only giving critics towards my writing, but also praise my writing style by saying “*Good job*”, “*I like your thesis statement*”, “*You form a nice ending for your final thought*”. *It makes my independence level up*” (ALB, female, 20).

Furthermore, different student mentioned that he likes the writing activity given by the teacher in the classroom, i.e., discussion session during the drafting process as the following statement:

Student 5: “During the drafting process in the classroom, the teacher often makes us sitting in groups, so that we can discuss our writing and getting feedback from our peers. It is fun for me because I like to have verbal interaction with friends. I can simply understand when the feedback is given by my peers” (FRS, male, 19).

The way the teacher is explaining the materials is also favourable for students as below:

Student 6: “The teacher can explain the materials with simple English, so that we can simply understand her explanation. Other than that, she always speaks slowly and make sure we understand what she is talking about” (DON, male, 21).

From the statements from the students, how the students perceive he teacher enthusiasm when teaching writing in class is positive. The teacher shows enthusiastic personality by engaging to the learning process such as actively provide various activities for students. As what [18] said that an enthusiastic teacher is those who are involve towards the classroom activities. In this case, one of activities which provided by the teacher is setting the students to have discussion session to their peers. Through this method, the students can help each other by giving feedback to their peers. This activity where the students have direct interaction so that they can help each other promote one of positive psychology elements, i.e., empathy[21] ; [45]. It is beneficial for students because activities which represent empathy will impacts to the students’ performance in learning foreign language [35]; [38].

Moreover, the teacher is willing to help the students for the difficulties they are facing. This attitude indicates the enthusiasm of the teacher in teaching as what is said by Frenzel et al. [18] that teacher enthusiasm is showed by the act of teacher in giving hand to students. Another activity which is considered as the act of assisting the students is giving the students feedback on their writing. As what have been said by ALB and SYA (20 years old) where the teachers are actively giving feedback to their

writing. Not only giving comments on students' mistakes, the teacher also praises the students' works so that the students' motivation increased. It is supported by [48] where building hope in writing is highly important to increase the quality of students' writing by proper formula of giving feedback, i.e., 1 negative feedback plus 3 positive feedback. Hence, by giving more positive comments rather than the negative one is expected to improve students' hope and optimism in gaining better results of FL learning especially in the area of English writing.

From the results showed above, it can be concluded that teacher enthusiasm and students' positive emotion, e.g., enjoyment is correlated one to another. This is supported by the previous findings from Frenzel et al. (2009) and [27] which result showed that when a teacher has a greater level of enthusiasm, he is inclined to feel more positive emotion such as interest and enjoyment as well as less negative emotions such as anxiety and boredom. It will lead students to increase their participation and engagement in class [13].

This research comes up with interesting findings regarding writing activities and treatment given by the teacher. Specifically, teacher's treatment of making the students in group during the drafting process makes the students enjoy because they are pleased to talk to their friends in group and giving feedback to their peers' writing. In this case, they understand more when the feedback is given by their friends. However, this can be a special notice for teachers whether it is indicated that the feedback from teacher can be understood by the students or not. Thus, writing teacher can use simple English in order to make the students have more understanding towards the feedback. Nevertheless, the students enjoy the teacher's treatment of giving not only negative comments such as students' mistakes in writing, but also the affirmation used by the teacher so that the students' independence in writing increased. It can be concluded that the students enjoy both feedback from their own friends and their writing teacher.

The present study comes up with some limitations in terms of research focus, participants, and instruments used. In terms of the research focus, this research only focuses on teacher enthusiasm and students' enjoyment, further researchers may explore the relationship between teacher enthusiasm and more aspects of students' emotions. Other than that, as this research only concentrate to participants in two universities, larger participants from various formal institutions are needed. Lastly, from the instruments used, the present study only uses two types of instruments, i.e., questionnaire and interview. Thus, further research can have deeper result by using direct observation and document analysis to support the data findings. Finally, the result of teacher enthusiasm revealed from students' perceptions might be different when it is conducted at other research sites.

This study has two pedagogical implications, i.e., for teachers, management, and the curriculum developer at any formal institution. For teachers, this study gives descriptions on how teacher enthusiasm can have direct impact to the students in the classroom. Therefore, teachers can improve their motivation and spirit when teaching in class. For the management of any formal institution can support teachers to participate in fun training to increase teachers' enthusiasm in teaching so that it will impact to the better outcomes of students' learning in learning foreign language. Lastly, for the management of any formal institution, positive psychological aspects can be integrated to foreign language learning including to writing skill in order to boost students' positive emotions and decrease the negative ones.

5 Conclusion

The findings from the research above can be concluded in three important points; (1) teacher enthusiasm and foreign language enjoyment of students is correlated in moderate level, (2) most of students perceive that teacher is enthusiastic in teaching writing, (3) the students enjoy the writing class because of some reasons, i.e., the teacher's performance when explaining the materials, the writing activities, and feedback given by the teacher towards the writing made by the students. From these results, it is recommended for curriculum developer to insert the essence of positive psychology i.e., treatments which can increase students' positive emotions e.g., enjoyment in learning foreign language. Therefore, it is important to increase teacher's enthusiasm in teaching as it has direct impact to students' emotion and engagement in class.

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