


Chapter 6


Uncovering the Disparity: Foreign Language Enjoyment in EMI and CLIL Settings

Aya Muhammad Khedr

 <https://orcid.org/0009-0005-6225-3091>


Faculty of Education, Port Said University, Egypt

Walaa M. El-Henawy

 <https://orcid.org/0000-0002-6693-6843>

Faculty of Education, Port Said University, Egypt

Jehan Mahmoud El-Bassuony

 <https://orcid.org/0000-0001-9821-5111>

Faculty of Education, Port Said University, Egypt

ABSTRACT

In response to the need for a more balanced and strength-based literature, Positive Psychology has emerged to address the positive emotions from which Foreign Language Enjoyment (FLE) is derived as a complex emotion. It promotes a sense of well-being, self-efficacy and satisfaction when engaging in a challenging task in foreign language learning. This chapter overviews Foreign Language Enjoyment in EMI and CLIL settings. Through an exploratory study using a questionnaire measuring Classroom Emotions of 60 student teachers of different disciplines at the faculty of education, the chapter analyzes factors affecting foreign language enjoyment in EMI setting. The findings revealed that EMI learners often struggle with foreign language anxiety due to insufficient language support, high cognitive load, and limited scaffolding and practice opportunities, hindering foreign language

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enjoyment. The chapter recommends CLIL to enhance foreign language enjoyment. The chapter also provides further research directions for deeper investigation in both settings.

INTRODUCTION

Emotions are an inherent part of human beings that shape perceptions and guide behaviors and relationships. Understanding emotions and their impacts is crucial in language learning and teaching to establish a supportive and motivating learning environment that helps students grow at the academic, social, and emotional levels. Because emotions are semi-controllable, they have been seen as indispensable in English as a Foreign Language (EFL) research due to the dominance of the cognitive perspectives. Swain (2013) argued, “emotions are the elephants in the room – poorly studied, poorly understood, seen as inferior to rational thought” (p. 195).

Recently, there has been a shift to positivity in second language acquisition (SLA) research (Jiang & Dewaele, 2019). Positive Psychology (PP) has emerged in response to a call in the twentieth century to consider more positivity in the current era (Snyder & Lopez, 2001). According to Fredrickson (2003), positive affective states serve to widen momentary cognitive and behavioral repertoires while also cultivating sustained personal resources across physical, intellectual, social, and psychological dimensions. Furthermore, MacIntyre and Gregersen (2012) stated that building positive emotion in language learning and teaching could help language learners become more motivated to comprehend language input, which would allow them significantly to acquire more of the foreign language.

Seligman and Csikszentmihalyi (2000) introduced positive concepts into educational psychology to make a balance in literature. They pointed out that PP research is not a denial of problems in language learning such as anxiety and fear, but rather complements with positive aspects such as flow, enjoyment, hope, and optimism. Inspired by the PP call for studies of emotion in language learning and acquisition, the concept of Foreign Language Enjoyment (FLE) as presented in Dewaele and MacIntyre (2014) is set out to address the need for a positive emotion that can be shown as learner-friendly to counter foreign language apprehension.

Botes et al. (2022) and Zeng (2021) claimed that FLE is negatively correlated with Foreign Language Anxiety (FLA), suggesting that higher enjoyment in learning a language is associated with lower anxiety levels. Seligman (2018) identified the building blocks of wellbeing in his PERMA model (Positive emotion, Engagement, Relationships, Meaning, and Achievement), where foreign language enjoyment is an inherent part of the Positive Emotion element in this model. Accordingly, FLE

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