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KEY TERMS

Foreign-language enjoyment (FLE)

A broad positive emotion experienced by foreign language (FL) learners when their psychological needs are met in the FL classroom

WHAT CAN I LEARN FROM THIS SECONDARY RESEARCH?

The importance of creating an enjoyable FL classroom and the relationship between learners' FLE and their foreign language anxiety (FLA), willingness to communicate (WTC) in target language, academic achievement and self-perceived academic achievement.

WHAT EVIDENCE IS SUMMARISED?

56 studies

HOW CAN I USE THE FINDINGS IN MY TEACHING?

- Besides teaching language and content, teachers can pay more attention to learners' emotional experience in class.
- Teachers should commit to creating a positive and enjoyable foreign language learning environment, especially those who teach children or teenagers.
- Employing strategies for lowering FLA, such as applying self-driven learning, making use of multimedia technologies, de-centralising grammar and pronunciation, may contribute to an increase in FLE and a further drop in FLA.
- To boost students' willingness to communicate in English, teachers can use strategies including encouraging students to get prepared before the task and allowing some time for relaxation.

WHAT DOES IT FIND?

- There is a moderate negative correlation between FLE and FLA.
- A large positive correlation exists between FLE and WTC.
- Learners experiencing higher FLE tend to have higher levels of academic achievement as well as higher self-perceived achievement.
- Younger learners are more likely to benefit from FLE since there is a stronger positive association between their FLE and self-perceived achievement than that of the older counterparts.

