frontiers | Frontiers in Education

TYPE Original Research
PUBLISHED 21 February 2024
DOI 10.3389/feduc.2024.1306080

Check for updates

OPEN ACCESS

EDITED BY
Zhengdong Gan,
University of Macau, China

REVIEWED BY
Olga María Alegre de la Rosa,
University of La Laguna, Spain
Abdul Hadi,
Universitas Islam Negeri Sultan Syarif Kasim Riau, Indonesia

*CORRESPONDENCE
Margit Julia Guerra Ayala
✉ C25626@utp.edu.pe

RECEIVED 17 November 2023
ACCEPTED 07 February 2024
PUBLISHED 21 February 2024

CITATION
Guerra Ayala MJ, Reynosa Navarro E, Durand Gómez EL, Florez Lucana A, Chambi Catacora MAdP, Vargas Onofre E and Cari Checa E (2024) Enjoyment and oral English proficiency in future teachers. *Front. Educ.* 9:1306080. doi: 10.3389/feduc.2024.1306080

COPYRIGHT
© 2024 Guerra Ayala, Reynosa Navarro, Durand Gómez, Florez Lucana, Chambi Catacora, Vargas Onofre and Cari Checa. This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY). The use, distribution or reproduction in other forums is permitted, provided the original author(s) and the copyright owner(s) are credited and that the original publication in this journal is cited, in accordance with accepted academic practice. No use, distribution or reproduction is permitted which does not comply with these terms.

Enjoyment and oral English proficiency in future teachers

Margit Julia Guerra Ayala[1]*, Enaidy Reynosa Navarro[2], Emma Lourdes Durand Gómez[3], Apolinar Florez Lucana[4], Maria Amparo del Pilar Chambi Catacora[5], Elizabeth Vargas Onofre[5] and Edith Cari Checa[5]

[1]Professional School of Psychology, Faculty of Psychology, Industrial Relations and Communication Sciences, Universidad Tecnológica del Perú, Arequipa, Peru, [2]Research Vice-Rector's Office, Universidad César Vallejo, Trujillo, Peru, [3]Escuela de Educación Superior Pedagógica Pública Arequipa, Arequipa, Peru, [4]Professional School of Administration and International Business, Faculty of Administrative Sciences, Universidad Andina Néstor Cáceres Velásquez, Juliaca, Peru, [5]Faculty of Health Sciences, Universidad Andina Néstor Cáceres Velásquez, Juliaca, Peru

This study analyzed the relationship between enjoyment and oral English proficiency in Peruvian future teachers. It previously validated a measurement instrument of enjoyment setting for future teachers who are learners of English as a Foreign Language (EFL) and then delved into understanding the role of enjoyment as a predictor of oral proficiency. The sample comprised 119 students from a State Higher School of Education in Peru, randomly selected from various careers and grouped according to English language competency levels ranging from A1 to B1+ based on a subscale inspired by the Common European Framework of Reference (CEFR). Students' oral proficiency was evaluated using a rubric covering five aspects, and enjoyment was assessed through a nine-question questionnaire. The results initially demonstrated a significant positive relationship ($r = 0.900$, $p < 0.001$) between enjoyment and oral proficiency in EFL. Secondly, a linear regression model determined that enjoyment was a highly significant predictor ($\beta = 0.957$, $p < 0.001$) of oral proficiency. These findings support the importance of enjoyment in developing oral proficiency as a reliable tool to predict oral proficiency in EFL in the context of EFL teacher education. This study highlighted a significant influence of enjoyment on oral proficiency in learning EFL to prospective teachers. Results analysis underscored the importance of enjoyment as a significant predictor of oral proficiency, suggesting that promoting enjoyment in the learning and teaching process can be an effective strategy to foster significant development of oral skills in English. These findings have significant implications for teacher education, emphasizing the need to integrate activities and psycho-pedagogical approaches that promote enjoyment in the English classroom. Furthermore, the proposed model was validated as a reliable tool to assess teachers' enjoyment of learning EFL. Understanding and nurturing enjoyment in learning English can significantly enhance the oral English proficiency of future teachers and, ultimately, contribute to a more robust command of the EFL.

KEYWORDS

enjoyment, oral proficiency, EFL, positive emotions, future teachers

1 Introduction

In the global context of teaching EFL to future educators, the influence of enjoyment on the development of oral proficiency is a vitally important aspect. Acquiring oral proficiency in English within this specific group of students requires a psycho-pedagogical approach that emphasizes activating pleasure centers in the brain. This approach fosters intrinsic motivation for learning English and profoundly impacts the development of practical communication skills and oral proficiency.

The activation of pleasure centers in the brain, accompanied by the release of dopamine, a neurotransmitter associated with the sensation of reward and satisfaction, plays an essential role in this process (Schultz, 2016). Numerous studies globally have confirmed that when future educators experience genuine enjoyment while practicing oral expression in English, it creates a conducive environment for developing their language skills (Bensalem, 2022).

Enjoyment enhances motivation, facilitates active participation, boosts self-confidence, and helps overcome communication barriers. These elements, in turn, lead to a greater mastery of oral proficiency in English among future educators, a fundamental outcome for their future educational work. Therefore, in the context of research on the influence of enjoyment on the development of oral proficiency in EFL among future educators, understanding the connection between pleasure, brain activation, and the learning process is of paramount relevance. This understanding underpins the design of effective psycho-pedagogical strategies that promote meaningful and lasting language learning in this specific context (Abdulaal et al., 2023; Afrilyasanti et al., 2023; Feng et al., 2023; Ismail et al., 2023).

In Peru, learning EFL is a priority at all educational levels, supported by the country's commitment to integrate into the global community. Peru's overarching policies have facilitated this integration, positioning the learning of English as an essential tool for establishing international relations (Ministerio de Educación del Perú, 2019). This focus is reflected in educational policies that have seen a substantial increase in the hours dedicated to studying English in state schools, raising the allocated time from two to five hours per week (Ministerio de Educación del Perú, 2023). This measure has led to a noticeable rise in the availability of training for English teachers in various professional development centers.

Despite these changes and considerable efforts, English remains a challenging subject for learning in Peru. Surprisingly, despite transformations in educational policies and the expansion of teacher training, low proficiency in the language is observed for various reasons (García et al., 2019). Among these, insufficient training of teachers in pedagogical strategies and the language itself is highlighted, as indicated by Huamán (2021). The perception of the language's complexity, which hinders communication, stems from negative affective factors, as Kiruthiga and Christopher (2022) suggested, further complicating this situation. Conversely, we know that factors predispose students to learning and form a support platform to encourage enjoyable learning based on students' feelings of happiness. However, it is striking that, to date, researchers have not conducted any specific studies on these factors that could significantly contribute to bridging this gap in the Peruvian educational context.

There is evidence regarding the relationship between achievement-related emotions, such as enjoyment, pride, hope, and performance in EFL (Yu et al., 2022). In this regard, this article aims to present the results of a study conducted with future educators from a Pedagogical School in Peru, in whom positive emotional factors such as enjoyment were identified and how these significantly influenced their oral proficiency in EFL.

1.1 Neuroscience and emotions

Humans commence their neurocognitive development from conception to the end of adolescence when the nervous system reaches its ordinary development, and the various brain areas connect harmoniously and functionally. Although the functioning of the nervous system is holistic and influenced by neural networks formed by synaptic connections generated by nearly a hundred million neurons, there are neuro structures that play a primary role in processes such as language, emotions, and sensations of pleasure or displeasure. The interconnection between these areas allows for forming an emotional memory characterized by a strong engram, more excellent durability, and a significant impact on daily life actions (Juárez, 2019).

In recent times, neuroscience has advanced considerably and has had a significant impact on the educational field, providing a cognitive pathway to guide studies and discover the factors contributing to the quality of learning, as well as to understand how emotions, which are a natural part of individuals, serve fundamental functions in adaptation and socialization, especially in education and the field of foreign language learning (Kiruthiga and Christopher, 2022; Yu et al., 2022). Emotions are affective states experienced instantly and of short duration. However, they produce physiological and endocrine organic changes that directly impact cognitive processes such as attention, memory, consciousness, and information retention (Emanuel and Eldar, 2023).

Positive affective states are motivating; when we experience them, we are more inclined to do things and perform better. Hence, internal states and emotions related to EFL are central to current research (Shi, 2021), mainly referring to happiness and enjoyment.

1.2 Happiness and education

Happiness and Education Scientific literature on happiness in the educational or psycho-pedagogical field is scarce (Cabanas and González-Lamas, 2021). However, existing studies have shown that students' states of happiness are determinants and influence academic performance (Ravina-Ripoll et al., 2019) and the performance of higher-level students during internships (Alteneiji et al., 2023). Although there are semantic differences between happiness and enjoyment, they are often used as synonyms in research, primarily because both are positive mental states. However, the trend in positive psychology is starting to separate them, as studies on happiness are more related to well-being and comfort (Moreno-Ortiz et al., 2022), while motivation, as mentioned earlier, is considered a subcomponent of enjoyment.

1.3 The enjoyment and EFL

In the context of research on the enjoyment of foreign languages, Csikszentmihalyi (2004), cited in Zhao and Wang (2023) made a distinction between pleasure and enjoyment, where the former refers

to satisfaction in meeting pre-established standards, while the latter involves the expansion of skills and a sense of progress. Teimouri (2017), cited in Wang et al. (2023) applied this notion to the EFL and second language acquisition (SLA) domain, describing enjoyment as the positive experience of students during the language learning process.

Dewaele and MacIntyre (2014), cited in Wang et al. (2023) highlighted the importance of enjoyment in the EFL context by conducting pioneering research in the field of SLA. This study explored the relationship between enjoyment, anxiety, and the learning process in 1,746 foreign language students, revealing a negative correlation between enjoyment and anxiety. Furthermore, they emphasized that these are independent emotions and pointed out other factors associated with higher levels of enjoyment, such as multilingualism and excellent proficiency in a foreign language. Since that study, research on enjoyment in EFL has continued, exploring connections with additional emotional and learning factors in various contexts; in this regard, Kulakow and Raufelder (2020) who studied the interaction between enjoyment and self-determined motivation, highlighted that enjoyment not only impacts concurrently but also longitudinally in student-centered learning environments.

Following the theory of emotional control value, enjoyment emerges as a powerful positive emotion experienced in response to specific perceptions of activities, manifesting as a complex emotion with the potential for positive impact on learners' long-term resilience and strength (Goetz et al., 2006, cited in Nemati et al., 2020). It is presumed that enjoyment in a foreign language reflects individual dispositions to respond joyfully to specific situations and tasks during language learning, especially in an educational environment (Stravers, 2022).

Enjoyment is a sensation that arises when a high degree of control and positive value is perceived in achievement-related tasks (Herrera Paico et al., 2021; Wang, 2022); and in the context of EFL learning, enjoyment plays an essential role, acting as a catalyst that facilitates development, acquisition, and language learning during class sessions (Shao and Parkinson, 2021; Zhao and Wang, 2023). This phenomenon allows linguistic skills, especially oral ones, to unfold effectively. The effectiveness of enjoyment in achieving oral skills in EFL becomes a fundamental element, counteracting student anxiety and emerging from students, although it can also be mediated by teacher intervention (Botes et al., 2022).

Furthermore, enjoyment in the EFL context serves as a valuable experience and a significant predictor of learning, evolution of language skills, academic performance, and oral competence (Alberth, 2022).

Enjoyment is a positive, activating, and activity-centered emotion that positively impacts learners' academic achievements, following the three-dimensional taxonomy of achievement-related emotions (Piniel and Albert, 2018, cited in Zhang and Tsung, 2021).

Research on enjoyment in diverse educational contexts is emerging as a central theme in the literature, emphasizing the need to measure students' positive emotional experiences during language learning (Dewaele and Alfawzan, 2018). In that regard, investigations into EFL enjoyment have yielded positive outcomes, as students not only encounter positive emotions but also cultivate competencies (Zheng and Zhou, 2023).

In this study, enjoyment is conceptualized from positive psychology (Elahi Shirvan et al., 2020) as the positive experience of future teachers in their process of learning English as a foreign language. This concept encompasses momentary satisfaction and a sense of achievement in developing oral skills. Enjoyment, specific to future teachers, is linked to positive emotional experiences during learning activities, recognizing its significant contribution to oral competence in English. The intrinsic connection suggests that motivating experiences enhance linguistic development, establishing a solid foundation for teaching performance in bilingual settings.

1.4 The *Neuroenjoyflip*

Neuroenjoyflip refers to the relationship between microstructures and natural and innate neurophysiology in humans and the activation of pleasure centers in the brain (Restrepo and Del Sol, 2021). Thus, it is suggested that it is possible to associate pleasure centers in the brain with new knowledge to achieve high performance in learning. Following this premise, it is argued that the sensation of pleasure plays a fundamental role in stimulating EFL learning and any underlying skill development with that process. This feeling of pleasure constitutes an inherent component of intrinsic motivation (Fernández-Barrionuevo et al., 2022), being a fundamental and specific form of motivation, especially when students do not necessarily possess the other components present in motivation such as effort and will (Fernández-Barrionuevo et al., 2022). Although the term *Neuroenjoyflip*, due to its specificity and novelty, is not yet widely recognized, it does offer a complementary approach that could be very useful for understanding the relationship between pleasure centers in the brain, enjoyment, and oral proficiency in EFL students.

1.5 The oral proficiency in EFL

Of all the skills involved in second language learning, speaking and listening are the most complex and challenging to develop (Jin and Zhang, 2021); consequently, the cognitive demand is higher, implying that students must use various abilities, including "attention, memory, reasoning, and information processing, with attention being one of the most important for producing coherent discourse" (Jin and Zhang, 2021, p. 3). However, the factors influencing oral development are not solely cognitive; metacognitive and affective skills are equally essential (Sáenz, 2022).

Metacognition is associated with a higher level of language competence, allowing students to identify, select, and use the most appropriate and efficient oral activities, promoting autonomy and self-regulation (Qin et al., 2022; Payaprom, 2023). Metacognition is divided into knowledge and metacognitive experiences (Qin et al., 2022). The latter includes feelings, perceptions, and judgments, closely linked to affective skills and impact oral expression development (Payaprom, 2023). For example, if students perceive a speaking task as inadequate, too easy, or complex, their motivation and confidence will be negatively influenced. That is known as the internal locus of control (Bozorgi, 2009; Aldosari et al., 2023), or also a sense of self-efficacy, which, according to Bandura's Social Cognitive Theory, refers to belief in one's abilities to complete a task or achieve a goal (Núñez, 2022). Among the factors that enhance self-efficacy are successful experiences, observing others' achievements, physiological and emotional states, and verbal persuasion and feedback (Payaprom,

2023). The latter is significant for speaking since "interaction improves oral skills and reduces anxiety" (Sulistyowati and Prabowo, 2023, p. 4).

In the context of teacher education in Peru, where there is low mastery of the English language and a perception of complexity in the foreign language, the following research question arises: Is enjoyment influential in oral proficiency in EFL among future teachers? In order to address this question, this study aims to deepen the understanding of the role of enjoyment as a general indicator of this relationship, validate the proposed model for future predictions in oral proficiency in English through enjoyment, and outline effective psycho-pedagogical strategies that promote meaningful and lasting EFL learning in teacher education. The results will enhance future educators' communicative competence and strengthen English teaching in Peru.

2 Materials and methods

The research design employed was correlational and explanatory, examining the relationships between enjoyment and oral proficiency using linear regression analysis. This approach follows a multi-methodological design (Schwarz et al., 2020).

Within the framework of this scientific study, the selection of a sample of 119 students was carried out from a population of 550 students enrolled in the ten regular academic cycles of the teacher training program in the areas of Communication, Languages, and Early Childhood Education at a public institution of higher education in Peru. This process followed a simple random sampling procedure with a confidence level of 95% and a margin of error of 5%. Other inclusion criteria were established, such as regular class attendance and ages between 18 and 25 years. Participant recruitment took place during the academic year 2022.

A particularity of the institution is that students are not distributed across academic cycles based on their proficiency level in English, making this proficiency independent of the cycle level, given that academic training areas are in the native language. Consequently, for participant selection, in addition to the simple random sampling used to obtain the sample framework, a stratified sampling strategy was implemented based on different levels of oral proficiency in the English language, such as A1, A2, B1, and B2 (CEFR, 2024). However, it was observed that students did not reach the B2 level, so the decision was made to include the category of B1+, as it is considered in some EFL manuals or books (Hamilton House English Language Teaching, 2024). These stratified groups were designated A, B, C, and D, respectively, and comprised 30, 34, 33, and 22 students.

Adopting a strategy covering levels A1 through B1+ helped better organize the diverse sample of participants (Sarıçoban and Karakurt, 2016), facilitating the comparison of results and interpretation of findings within the groups. This strategy also allowed for selecting the topic and content contextualized according to the level for evaluation purposes.

The data for oral proficiency were obtained through an assessment rubric widely used by EFL teachers in their classes. The rubric comprised five aspects: appropriateness to the communication situation, vocabulary richness, production clarity, formal correctness, and fluency. These aspects were assessed on a four-level achievement scale, ranging from 1 to 4, resulting in a total summative score of 20 points.

The measurement instrument for enjoyment in foreign languages has evolved from the original proposal of the Foreign Language Enjoyment Scale by Dewaele and MacIntyre in 2014 [cited by Dewaele et al. (2023)], which consisted of 21 items. In 2021, Botes et al. (2022) developed a shortened version, the Short-Form Foreign Language Enjoyment Scale, reducing the items to nine for a more efficient measurement (Botes et al., 2022). With a coefficient omega (ω) of 0.895 and a coefficient alpha (α) of 0.875, this new version was conceived as an adaptation of the original scale, maintaining the structure with a higher-order enjoyment factor, and three lower-order factors: Personal Enjoyment, Social Enjoyment, and Teacher Appreciation, on a five-point Likert scale.

In the context of our study, the enjoyment assessment was conducted through an enjoyment virtual questionnaire with ten questions designed to measure the exclusive perception of enjoyment related to learning EFL. Using a four-point scale (1 to 4) representing the student answers disagreement, partial agreement, agreement, and total agreement, the questionnaire contributed to a total score of 20 points for the instrument.

It is crucial to highlight that adapting our instrument to another context, precisely that of future teachers, was deemed relevant and necessary. This adjustment recognizes differences in motivations and roles between learners and future teachers, thereby expanding the applicability and validity of the instrument. We maintained the original structure of nine items, supported by its reliability and validity, allowing for effective comparison across contexts. Although the initial reliability was 0.647, removing item 10 increased reliability to an acceptable value of 0.7, according to Table 1. Nine items were retained for the instrument measuring enjoyment in the context of EFL teacher training, with a Cronbach's alpha coefficient of 0.65 (Table 2).

Statistical analyses support the robustness of the instrument. The KMO of 0.745 in Table 3 indicates that the data are suitable for Factorial Analysis (FA) and PCA (Principal Component Analysis). The significance ($p = 0.001$) of Bartlett's Sphericity Test (Table 4) suggests an underlying structure justifying the use of PCA. PCA was chosen for its statistically solid basis and flexibility (lack of preexisting theory). We chose to use PCA for analyzing the underlying structure in our dataset due to its statistically solid foundation and flexibility in exploring and synthesizing latent structure without imposing prior

TABLE 1 Item reliability statistics.

	If the item is discarded
	Cronbach alpha (α)
Item 1	0.613
Item 2	0.601
Item 3	0.585
Item 4	0.600
Item 5	0.598
Item 6	0.620
Item 7	0.632
Item 8	0.621
Item 9	0.638
Item 10	0.650

TABLE 2 Scale reliability statistics.

	Cronbach alpha (α)
Scale	0.650

TABLE 3 KMO sampling adequacy measure.

	MSA
Global	0.745
Item 1	0.780
Item 2	0.698
Item 3	0.770
Item 4	0.714
Item 5	0.742
Item 6	0.755
Item 7	0.760
Item 8	0.746
Item 9	0.801

TABLE 4 Bartlett's sphericity test.

χ^2	df	*p*
101	36	< 0.001

theoretical limitations. This methodological choice is based on the absence of a pre-existing theory in our research context, specifically in evaluating enjoyment in Teaching English as a Foreign Language (EFL) for future teachers. Given this theoretical gap, we initially opted for an approach that could handle complex data without imposing restrictive restrictions. In Table 5, items show affinity toward a single component, which is crucial for explaining variance.

We conducted an Exploratory Factor Analysis (EFA), which was fundamental for our rigorous and in-depth analysis of the underlying structure in our study domain. In this regard, as observed in Table 6, the items iterate on a single factor, with loadings exceeding 0.3, indicating the significant contribution of the items to the definition of the factor. In addition to the EFA, we conducted a Confirmatory Factor Analysis (CFA) and fit tests to consolidate the enjoyment evaluation model called the *Enjoymeter virtual questionnaire in the EFL teacher training context*. Table 6 revealed a one-factor iteration with loadings above 0.3. CFA and fit tests (Tables 7, 8) showed high significance and good model fit. The model fit tests yielded a high *p*-value of 0.870, suggesting no substantial evidence to claim that the model does not fit well with the data. The RMSEA, CFI, and TLI in Table 9 support the appropriateness of the model. The model may fit well, but we analyze the other fit parameters for more confidence in this conclusion.

Figure 1 visualizes the item flow around the enjoyment factor, providing insights into its interconnectedness and associated logic. The flowchart visually illustrates the item flow about the 'Enjoyment' factor during the statistical analysis. It provides insights into how items are interconnected and influenced by the level of enjoyment experienced. It depicts the analytical process and logic associated with the 'Enjoyment' aspect.

Prior to data collection, informed consent was obtained from the participants, ensuring their confidentiality and privacy. Once authorization and consent were obtained from the participants, data collection proceeded. It was coordinated with EFL sessions in which the teacher evaluated students' oral proficiency using the rubric

TABLE 5 Component loadings.

	Component	
	1	Uniqueness
Item 1	0.541	0.707
Item 2	0.570	0.675
Item 3	0.645	0.583
Item 4	0.585	0.657
Item 5	0.602	0.637
Item 6	0.453	0.794
Item 7	0.383	0.853
Item 8	0.470	0.779
Item 9	0.335	0.888

Varimax rotation was used.

TABLE 6 Factor loadings in EFA.

	Factor	
	1	Uniqueness
Item 1	0.437	0.809
Item 2	0.475	0.774
Item 3	0.569	0.676
Item 4	0.488	0.761
Item 5	0.516	0.734
Item 6	0.347	0.879
Item 7	0.286	0.918
Item 8	0.364	0.868
Item 9	0.250	0.938

The "Principal Axis Factoring" extraction method was used in combination with a "none" rotation.

TABLE 7 Factor loadings in CFA.

Factor	Indicator	Estimator	SE	Z	*p*
Factor 1	Item 1	0.204	0.0512	3.98	< 0.001
	Item 2	0.238	0.0537	4.43	< 0.001
	Item 3	0.286	0.0522	5.48	< 0.001
	Item 4	0.243	0.0541	4.50	< 0.001
	Item 5	0.262	0.0528	4.96	< 0.001
	Item 6	0.143	0.0468	3.05	0.002
	Item 7	0.134	0.0541	2.48	0.013
	Item 8	0.183	0.0571	3.21	0.001
	Item 9	0.126	0.0554	2.27	0.023

TABLE 8 Test for goodness of fit.

χ^2	df	*p*
19.0	27	0.870

TABLE 9 Fit measures.

			IC 90% del RMSEA	
CFI	TLI	RMSEA	Inferior	Superior
1.00	1.00	0.00	0.00	0.0379

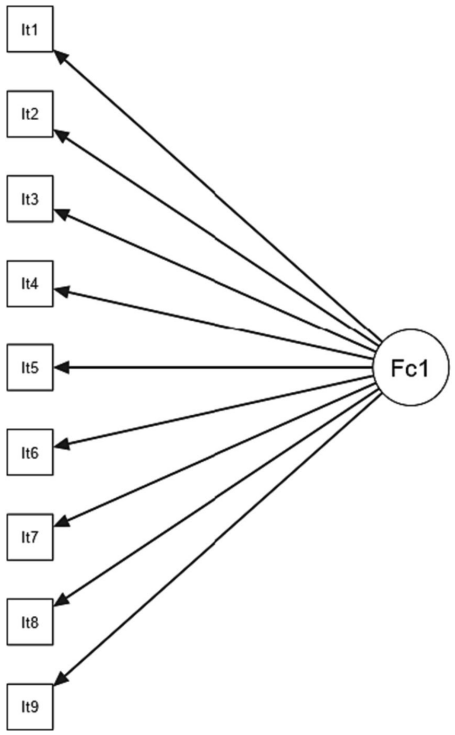

FIGURE 1
Flowchart for enjoyment. This flowchart illustrates the flow of items in relation to the 'Enjoyment' factor in the statistical analysis.

mentioned above and placed them based on their proficiency level in the English language. Subsequently, the virtual enjoyment assessment form was administered to the students. They completed the questionnaire online but within their classrooms and with the presence of the subject-area teacher. Clarity and guidance regarding the form's purpose were provided, and participants were assured that their responses would remain confidential and be used solely for research purposes. Once all the data were collected, data processing commenced. The statistics used to determine the relationship and effect size of the influence of enjoyment on oral proficiency were Pearson correlation and Linear Regression with R2. The Durbin-Watson Test for Autocorrelation was also utilized for assumption checking. The data were processed using the statistical software Jamovi (2022, Version 2.3). The data analysis was conducted systematically and rigorously, following established statistical procedures. The obtained results were examined, and patterns and significant relationships between enjoyment and oral proficiency variables were explored.

2.1 Ethical considerations

This research adhered strictly to the ethical principles outlined in the Declaration of Helsinki. Comprehensive information regarding the study's objectives and procedures was provided to all participants. Participants were assured the right to withdraw from the study at any point without facing any adverse consequences, and prior to their involvement, they provided informed consent. We maintained strict confidentiality regarding the identity and personal information of the participating students. All collected information was anonymized and stored securely with limited access only to the research team. In compliance with local regulations, secure data disposal is planned once the research is concluded.

Furthermore, no evident risks were identified in participation, and all necessary precautions were taken to ensure the physical and psychological well-being of the participants. Objectivity and impartiality were fundamental throughout every research stage, and the results were presented without bias, relying solely on the gathered data. The researchers are responsible for upholding the research's integrity and adhering to the specified ethical guidelines (World Medical Association, 2013).

3 Results

The positive and strong relationship observed between students' enjoyment and oral English proficiency, detailed in Table 10, highlights the joint importance of these factors. This finding supports the notion that enjoyment correlates with oral proficiency and can play a crucial role in its enhancement, aligning with previous studies emphasizing the connection between enjoyment and academic performance in similar educational contexts seen previously.

The data was examined through scatter plots to provide a more detailed insight into this relationship (Figures 2, 3). These graphs offer a visual perspective of the relationship in the entire sample and within each identified subgroup. These graphs offer a visual perspective of the relationship in the entire sample and within each identified subgroup. Notably, these subgroups (Figure 2) follow the same relationship logic as the overall sample, although some outliers were observed outside the concentration line. This variability could indicate nuances in the relationship between enjoyment and oral proficiency in specific subgroups, underscoring the importance of considering the diversity of students' experiences when analyzing this association. These results support the need for a deeper exploration of underlying dynamics and potential variations within the relationship between enjoyment and oral proficiency in specific English language learning contexts.

Additionally, to illustrate the relationship between Oral Proficiency in EFL and enjoyment, we present the corresponding Scatter Plot in Figure 3. This graph provides a clear visual representation of the relationship in the entire sample. A discernible pattern is observed, further emphasized in the combined scatter plot for the complete sample, providing substantial affirmation of the observed directional trend. This comprehensive approach allows us to capture the coherence of the relationship between enjoyment and oral proficiency across the entire sample, supporting the idea that enjoyment plays a fundamental role in enhancing oral proficiency in learning English as a foreign language.

Furthermore, the model fit indicators presented in Table 11 suggest that the independent variable predicts approximately 81% of the variability in the dependent variable. Therefore, the impact on students' enjoyment explains the variability in oral proficiency in English. These results reinforce the robustness of the identified

TABLE 10 Correlation matrix—relationship between enjoyment and oral proficiency in EFL.

		Oral proficiency in EFL		Enjoyment
Oral proficiency in EFL	Pearson R	—		
	p value	—		
Enjoyment	Pearson R	0.900	***	—
	p value	<0.001		—

*$p < 0.05$, **$p < 0.01$, ***$p < 0.001$.

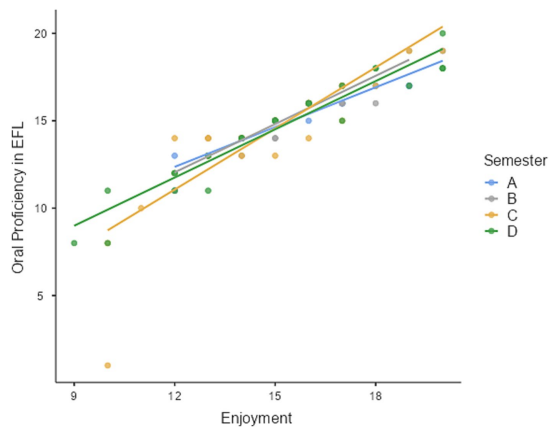

FIGURE 2
Oral proficiency in EFL & enjoyment scatter plot—four groups. Each point on the plot corresponds to a unit in the sample and is colored based on its respective group. The directional trend indicated by each line demonstrates a positive correlation within their respective groups.

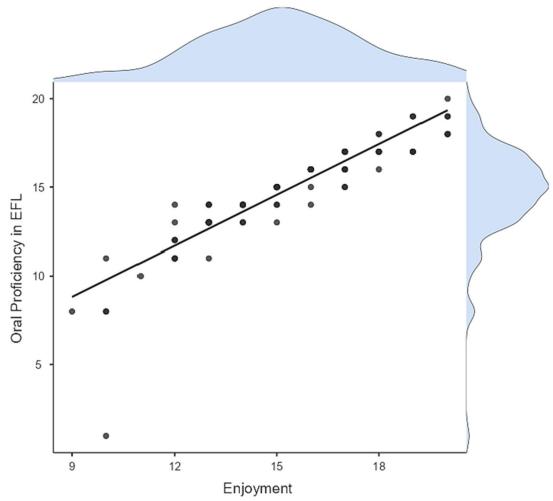

FIGURE 3
Oral proficiency in EFL & enjoyment scatter plot—entire sample. Each point on the plot represents a unit in the sample, and the directional trend indicated by the line demonstrates a positive correlation. Additionally, the plot incorporates shaded areas representing the distribution of the sample, providing a visual representation of the spread and density of data points within each group.

TABLE 11 Model fit measures.

				Global model test			
Model	*R*	R^2	Adjusted R^2	*F*	df1	df2	*p*
1	0.900	0.810	0.809	500	1	117	<0.001

relationship, supporting the claim that enjoyment plays a fundamental role in improving oral proficiency in learning EFL.

Delving into the details of the model, as detailed in Table 12, the model coefficients reveal that enjoyment is a highly significant predictor of oral proficiency. This evidence allows us to consider this model highly reliable for future predictions, further emphasizing the importance of enjoyment as a key predictor of oral proficiency in learning EFL.

The assumptions were verified using the Durbin-Watson autocorrelation test, the results of which are detailed in Table 13. The test yielded a value of 1.83, exceeding the upper limit set for the sample size. This result suggests that the arrangement of predictor variable values is seemingly random, without a discernible connection. However, it is crucial to note that this result's significance level must reach statistical significance. Consequently, the observed apparent randomness may be due to normal fluctuations in the data and may not necessarily indicate a lack of connection in the arrangement of predictor variables. This finding highlights the need to consider other factors when assessing the relationship between enjoyment and oral proficiency in learning English as a foreign language.

4 Discussion

Based on the results obtained and the objectives outlined in this study, a significant relationship between enjoyment and oral proficiency in EFL has been evidenced. These findings support the importance of enjoyment as a key predictor of oral proficiency in English, influencing the performance of future teachers in this competence. Additionally, it is inferred that positive emotions associated with enjoyment foster active participation and interaction in the classroom, creating a conducive environment for developing oral skills and overall linguistic competencies. These results underscore the need to promote psycho-pedagogical strategies that encourage enjoyment and pleasure in learning English to enhance students' oral proficiency and contribute to teacher training. This discussion section will analyze the results in detail, compare them with previous research, and provide reflections on pedagogical implications and potential directions for future language learning research during teacher training.

According to the initial results, a relationship was evident between enjoyment and students' oral proficiency, aligning with the findings of a referenced study where enjoyment was identified as an influential affective factor for achieving listening and speaking competence in students (Aldosari et al., 2023). On the other hand, another study determined a positive association between enjoyment of oral performance and competence in English (Yu et al., 2022). A third investigation demonstrated that enjoyment is a positive emotion that promotes and facilitates language development (Shao and Parkinson, 2021).

TABLE 12 Model coefficients—oral proficiency in EFL.

Predictor	Estimator	SE	*t*	*p*
Constante	0.211	0.6591	0.320	0.750
Enjoyment	0.957	0.0428	22.366	<0.001

TABLE 13 The Durbin-Watson test for autocorrelation.

Autocorrelation	DW statistic	*p*
0.0783	1.83	0.294

The initial results also allow us to agree with Stravers' idea (2022) that enjoying learning a foreign language increases students' willingness and participation in communicative activities, consequently improving their oral skills. Consistent with this, several studies have shown that a high level of enjoyment is directly associated with a greater willingness to communicate in a second language (Alsaraireh, 2022; Mohammad et al., 2022; Aldosari et al., 2023; Yung and Chiu, 2023; Zheng and Zhou, 2023). When students enjoy the learning process and feel motivated and enthusiastic, they are more willing to actively participate in oral interactions actively, enhancing their communication skills and oral proficiency.

However, when analyzed in the context of other works, the results also allow us to identify the positive impact of enjoyment beyond foreign language learning, benefiting students' behavioral and cognitive aspects (Feng et al., 2023). Behaviorally, enjoyment increases voluntary participation, initiative, and persistence in oral tasks. That means that when students enjoy oral activities, they are more motivated to actively engage in them, providing them with more opportunities to practice and develop their language skills, including oral proficiency. Furthermore, enjoyment is also related to the generation of richer semantic content in oral production, which is essential for effective question-and-answer interactions in English, ensuring oral proficiency.

Oral proficiency is realized through frequent interactions in the classroom, and when these interactions are facilitated with a more influential affective factor in oral proficiency (Kiruthiga and Christopher, 2022) and create an excellent social climate, which, in addition to affecting communication disposition again (Mohammad et al., 2022; Aldosari et al., 2023), can change personal perceptions of self-efficacy through observation and peer feedback, increasing enjoyment (Shao and Parkinson, 2021). Observation and peer feedback in a supportive and respectful environment can increase confidence in oral skills, enjoyment, and students' interest in learning English.

In various studies, oral proficiency in EFL, which has been interrelated with emotions, has shown a specific dependence on positive and negative emotions. For instance, it tends to decline with negative emotions such as anxiety, fear, shyness, and nervousness (Kiruthiga and Christopher, 2022). Previous research by Bassa (2017) also highlighted the impact of negative emotions on oral proficiency in English, irrespective of the linguistic context, reinforcing the idea that emotional barriers are a shared concern among EFL students. Aldosari et al. (2023) later referred to these as obstacles to SLA, hindering the normal development of listening and comprehension skills, which are fundamental for subsequent spoken language production. Studies by Feng and Hong (2022) also emphasized that anxiety can significantly hinder speaking in a second language, exacerbated when oral activities generate tension in students (Bashori et al., 2021).

On the other hand, it has also been observed that oral proficiency in EFL is boosted by positive emotions such as enjoyment (Dewaele and MacIntyre, 2016), aligning with the already established significant and positive relationship between enjoyment and speaking in EFL. Wang et al. research (2023) underscores the importance of addressing positive emotions, such as enjoyment, as a fundamental strategy to overcome emotional difficulties in language learning. This approach has particular relevance for the effective development of oral proficiency in English, especially in a multicultural context, as observed in the participants from Peru in this study.

In designing oral activities and shaping a learning environment that nurtures positive emotions, it is crucial to recognize the impact of emotions on language acquisition. Regarding the results of this second stage of the study, which corresponds to the significant degree of impact of enjoyment on oral proficiency in English, concordance with the results of previous research has been found. Referring to affective factors influencing oral proficiency in EFL, Aldosari et al. (2023) indicated that enjoyment plays a fundamental role in achieving students' listening comprehension and language production, having a more substantial effect on their academic performance, even much more than teacher support (Jin and Zhang, 2021). Enjoyment of learning English is strongly linked to linguistic performance in speaking, as when students enjoy engaging in an oral activity, they interact more frequently, both with the teacher and their peers, fostering interpersonal relationships and, in turn, fueling their enthusiasm for learning (Shao and Parkinson, 2021). These findings highlight the importance of creating an environment that promotes enjoyment and pleasure in learning English. Teachers play a crucial role in promoting enjoyment by designing interesting, motivating, and relevant oral activities for students (Zhao and Wang, 2023). Additionally, establishing positive interactions and a supportive classroom climate can generate greater enthusiasm and engagement from students in developing their oral skills.

Following the previous perspective but from the analysis of oral proficiency in EFL, it is known that within the student who achieves such proficiency, various cognitive (Jin and Zhang, 2021) and affective skills are enabled, among which enjoyment, as seen in preliminary studies, is of high impact and also essential (Sáenz, 2022). For this reason, some authors advocate for a comprehensive approach to English language learning, where oral proficiency, specifically speaking skills, takes a central role (Shobikah, 2020). The importance of oral proficiency is emphasized in forming grammatically correct sentences and developing vocabulary and the student's ability to express themselves spontaneously, fluently, and accurately in various communicative situations (Sánchez-Verdejo et al., 2019). Therefore, careful attention should be paid to the stages of the oral process, from preparation to practice and feedback, which will contribute to improving overall competence and specifying the oral competence of the student in EFL (Nurjamol, 2019).

Finally, when delving into broader perspectives beyond our results, various studies have contributed solid evidence highlighting the significant influence of enjoyment on overall language performance (Feng and Hong, 2022; Mohammad et al., 2022). These investigations support the idea that enjoyment in learning English

as a foreign language (EFL) impacts oral proficiency and other aspects of linguistic competence. Additionally, a positive and robust correlation was established in another consulted study between academic performance and variables such as motivation, interest, and effort (Shao and Parkinson, 2021) These elements, recognized as components capable of influencing cognitive processes, emerge as determinants leading to better academic performance by students.

In this regard, these studies highlight the importance of considering enjoyment and other emotional factors when conceiving language teaching programs. Fostering an environment where students can experience both enjoyment and positive emotions emerges as a strategy that enhances their oral proficiency in EFL and elevates their overall linguistic competence.

5 Conclusion

The positive correlation between enjoyment and oral proficiency is undeniable. The significance of enjoyment in the context of oral proficiency in EFL cannot be overstated. Numerous studies consistently confirm enjoyment is crucial in shaping students' verbal competence.

In direct alignment with previous research, a high level of enjoyment translates into a greater willingness to engage in oral communication in EFL. The impact of enjoyment on oral proficiency goes beyond theoretical considerations; it has been robustly demonstrated in prior research. As a positive emotional factor, enjoyment propels oral performance and correlates positively with students' motivation, interest, and effort. These affective factors actively shape cognitive processes, contributing ultimately to superior academic performance in language learning.

However, in our study and context, enjoyment manages to position itself as a significant factor, as our results indicate that it largely explains the variability in oral proficiency. In this regard, evaluating students' perception of their enjoyment of the foreign language emerges as a potent predictor of success in oral proficiency in the EFL domain.

The impact of enjoyment extends beyond mere pleasure. The multifaceted interaction between enjoyment, cognitive processes, and affective factors underscores the fundamental role of cultivating a positive and enjoyable learning environment to enhance oral proficiency. Additionally, enjoyment enhances students' behavioral and cognitive resources, manifesting in voluntary participation, initiative, sustained effort in oral tasks, and the generation of richer semantic content during language production. These resources are fundamental for refining question-and-answer skills in the target language.

Furthermore, the classroom environment, characterized by positive social interactions and peer support, significantly boosts students' confidence—the most influential affective factor in oral proficiency. Regular interactions and a positive social climate alter perceptions of self-efficacy, ultimately intensifying the enjoyment of language learning. On the other hand, negative emotions such as anxiety, fear, shyness, and nervousness act as formidable barriers, hindering listening, comprehension, and language production, especially in the oral domain. These emotions limit students' communicative capacity and restrict their ability to express themselves orally.

5.1 Limitations

This research has limitations. First and foremost, it is essential to consider the context in which the study was conducted, which was confined to a specific educational setting—namely, a Peruvian Higher Education School. Therefore, when generalizing the results to other educational or cultural environments, one must consider potential variations that could influence the findings. Additionally, it is worth noting that the study was conducted within a limited timeframe, lasting for one year. This temporal constraint may restrict the ability to conduct a comprehensive assessment of the long-term impact of enjoyment on the development of oral skills. Hence, caution must be exercised in interpreting the results and recognizing that they may not fully reflect the long-term effects.

Data availability statement

The original contributions presented in the study are included in the article/supplementary material, further inquiries can be directed to the corresponding author.

Ethics statement

The studies involving humans were approved by Technological University of Peru ethic committee. The studies were conducted in accordance with the local legislation and institutional requirements. The participants provided their written informed consent to participate in this study.

Author contributions

MG: Conceptualization, Investigation, Methodology, Validation, Writing – original draft, Formal analysis, Resources, Writing – review & editing. ER: Conceptualization, Formal analysis, Supervision, Writing – review & editing. ED: Formal analysis, Writing – review & editing. AF: Data curation, Writing – review & editing. MC: Methodology, Data curation. EV: Formal analysis, Validation. EC: Conceptualization, Writing – review & editing.

Funding

The author(s) declare that no financial support was received for the research, authorship, and/or publication of this article.

Acknowledgments

We thank the students that participated in the project.

Conflict of interest

The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

Publisher's note

All claims expressed in this article are solely those of the authors and do not necessarily represent those of their affiliated organizations, or those of the publisher, the editors and the reviewers. Any product that may be evaluated in this article, or claim that may be made by its manufacturer, is not guaranteed or endorsed by the publisher.

References

Abdulaal, M. A. A. D., Abuslema, N. F. M. A., Hal, A. Z. M., Amer, A. A., and Altohami, W. M. A. (2023). A multimodal investigation of EFL upper-intermediate learners' conceptual metaphors of language learning with some psychological implications. *Hum. Soc. Sci. Commun.* 10, 1–8. doi: 10.1057/S41599-023-01546-9

Afrilyasanti, R., Basthomi, Y., and Zen, E. L. (2023). EFL students' participations and teachers' roles in online discussion forum for critical media literacy learning. Contemporary. *Educ. Technol.* 15:ep414. doi: 10.30935/CEDTECH/12965

Alberth, A. (2022). Predicting sense of classroom community from foreign language enjoyment and anxiety in an English as a foreign language classroom. *Int. J. Emot. Educ.* 14, 38–52. doi: 10.56300/AGIZ1797

Aldosari, M., Heydarnejad, T., Hashemifardnia, A., and Abdalgane, M. (2023). The interplay among self-assessment, using reflection for assessment, classroom enjoyment, and immunity: into prospects of effective language learning. *Lang. Test. Asia* 13, 1–21. doi: 10.1186/s40468-022-00213-1

Alsaraireh, M. Y. (2022). Strategies in enhancing speaking skills of EFL students. *World J. English Lang.* 12:371. doi: 10.5430/wjel.v12n2p371

Alteneiji, S., Alsharari, N., AbouSamra, R., and Houjeir, R. (2023). Happiness and positivity in the higher education context: an empirical study. *Int. J. Educ. Manag.* 37, 207–224. doi: 10.1108/IJEM-02-2022-0077

Bashori, M., van Hout, R., Strik, H., and Cucchiarini, C. (2021). Effects of ASR-based websites on EFL learners' vocabulary, speaking anxiety, and language enjoyment. *System* 99:102496. doi: 10.1016/j.system.2021.102496

Bassa, L. (2017). *French speaking students' challenges in academic literacy at international university of grand-Bassam*, Cote d' Ivoire.

Bensalem, E. (2022). The impact of enjoyment and anxiety on English-language learners' willingness to communicate. *Vivat Academia* 155, 91–111. doi: 10.15178/va.2022.155.e1310

Botes, E., Dewaele, J.-M., and Greiff, S. (2022). By the old gods and the new: the effect of the congruence and incongruence of foreign language classroom anxiety and enjoyment on self-perceived proficiency. *Mod. Lang. J.* 106, 784–797. doi: 10.1111/modl.12807

Bozorgi, S. (2009). *On the relationship between locus of control and the grade point average of the Iranian Azad University EFL students*. ERIC Online Submission. https://eric.ed.gov/?id=ED505569

Cabanas, E., and González-Lamas, J. (2021). Felicidad y educación: déficits científicos y sesgos ideológicos de la educación positiva. *Teoría de La Educación. Revista Interuniversitaria* 33, 65–85. doi: 10.14201/teri.25433

CEFR. (2024). Available at: https://www.coe.int/en/web/common-european-framework-reference-languages/table-3-cefr-3.3-common-reference-levels-qualitative-aspects-of-spoken-language-use

Dewaele, J. M., and Alfawzan, M. (2018). Does the effect of enjoyment outweigh that of anxiety in foreign language performance? *Stud. Sec. Lang. Learn. Teach.* 8, 21–45. doi: 10.14746/ssllt.2018.8.1.2

Dewaele, J. M., Botes, E., and Meftah, R. (2023). A three-body problem: the effects of foreign language anxiety, enjoyment, and boredom on academic achievement. *Ann. Rev. Appl. Linguist.* 43, 7–22. doi: 10.1017/S0267190523000016

Dewaele, J.-M., and MacIntyre, P. D. (2016). "Foreign language enjoyment and foreign language classroom anxiety: the right and left feet of the language learner" in *Positive psychology in SLA*. ed. D. M. Peter (Multilingual Matters), 215–236.

Elahi Shirvan, M., Taherian, T., and Yazdanmehr, E. (2020). The dynamics of foreign language enjoyment: an ecological momentary assessment. *Front. Psychol.* 11, 1–14. doi: 10.3389/fpsyg.2020.01391

Emanuel, A., and Eldar, E. (2023). Emotions as computations. *Neurosci. Biobehav. Rev.* 144, 104977–104917. doi: 10.1016/j.neubiorev.2022.104977

Feng, R., Alsager, H. N., Azizi, Z., and Sarabani, L. (2023). Impact of mind-mapping technique on EFL learners' vocabulary recall and retention, learning motivation, and willingness to communicate. *Heliyon* 9:e16560. doi: 10.1016/J.HELIYON.2023.E16560

Feng, E., and Hong, G. (2022). Engagement mediates the relationship between emotion and achievement of chinese EFLlearners. *Front. Psychol.* 13:895594. doi: 10.3389/fpsyg.2022.895594

Fernández-Barrionuevo, E., Villoria, J., González-Fernández, F., and Baena-Extremera, A. (2022). Do students enjoy when they learn through a foreign language? Isc-Le validation and sex and age differences. *J. Sport Health Res.* 14, 247–256. doi: 10.58727/jshr.83043

García, I., Vecorena, N., and Velasco, E. (2019). El nivel de inglés alcanzado en quinto grado de secundaria en tres colegios públicos de Lima metropolitana. *Educación* 28, 80–102. doi: 10.18800/educacion.201902.004

Hamilton House English Language Teaching, publishers. (2024). Level: B1+. Available at: https://hamiltonhousepublishers.com/level/b1-plus

Herrera Paico, N. I., Sanchez, D. S., Méndez Vergaray, J., Rivera Arellano, E. G., and Reynosa Navarro, E. (2021). Anxiety and aggressiveness in Peruvian postgraduate students in COVID-19 context 1. *Europ. J. Molec. Clin. Med.* 8, 713–726.

Huamán, J. (2021). Causas del bajo dominio del idioma inglés en los estudiantes de secundaria de la Educación Básica Regular en el Perú. *Lengua y Sociedad. Revista de Lingüística Teórica y Aplicada* 20, 125–144. Available at: http://revista.letras.unmsm.edu.pe/index.php/ls/article/view/2206

Ismail, S. M., Nikpoo, I., and Prasad, K. D. V. (2023). Promoting self-regulated learning, autonomy, and self-efficacy of EFL learners through authentic assessment in EFL classrooms. *Lang. Test. Asia* 13, 1–20. doi: 10.1186/S40468-023-00239-Z

Jin, Y., and Zhang, L. J. (2021). The dimensions of foreign language classroom enjoyment and their effect on foreign language achievement. *Int. J. Biling. Educ. Biling.* 24, 948–962. doi: 10.1080/13670050.2018.1526253

Juárez, J. (2019). *La huella del placer*. De la regulación a la adicción. Manual Moderno.

Kiruthiga, E., and Christopher, G. (2022). The impact of affective factors in English speaking skills. *Theory Pract. Lang. Stud.* 12, 2478–2485. doi: 10.17507/tpls.1212.02

Kulakow, S., and Raufelder, D. (2020). Enjoyment benefits adolescents' self-determined motivation in student-centered learning. *Int. J. Educ. Res.* 103:101635. doi: 10.1016/j.ijer.2020.101635

Ministerio de Educación del Perú (2019). *Diseño Curricular Básico Nacional de la Formación Inicial Docente* MINEDU.

Ministerio de Educación del Perú. (2023). Plataforma digital única del Estado Peruano. Available at: https://www.gob.pe/minedu

Mohammad, H., Fathi, J., Derakhshesh, A., and Mehraein, S. (2022). A model of classroom social climate, foreign language enjoyment, and student engagement among English as a foreign language learners. *Front. Psychol.* 13:933842. doi: 10.3389/fpsyg.2022.933842

Moreno-Ortiz, A., Pérez-Hernández, C., and García-Gámez, M. (2022). The language of happiness in self-reported descriptions of happy moments: words, concepts, and entities. *Human. Soc. Sci. Commun.* 9, 1–13. doi: 10.1057/s41599-022-01202-8

Nemati, F., Roohani, A., and Mirzaei, A. (2020). Investigating foreign language enjoyment and public speaking class anxiety in the EFL class: a mixed methods study. *J. Teach. Lang. Skills (JTLS)* 39, 115–152. doi: 10.22099/jtls.2020.37330.2835

Núñez, A. (2022). Teoría del aprendizaje desde las perspectivas de Albert Bandura y Burrhus Frederic Skinner: vinculación con aprendizaje organizacional de Peter Senge. *UCE Ciencia. Revista de Postgrado* 10:2022.

Nurjamol, N. (2019). Reinforcing the development of foreign Oral competence of the students of higher education. *Int. J. Innov. Technol. Explor. Eng.* 8, 3215–3218. doi: 10.35940/ijitee.h7260.078919

Payaprom, S. (2023). Investigating the relationship among metacognitive awareness, self-efficacy, and EFL learners' listening comprehension performance. *Theory Pract. Lang. Stud.* 13, 27–34. doi: 10.17507/tpls.1301.04

Qin, C., Zhang, R., and Xiao, Y. (2022). A questionnaire-based validation of metacognitive strategies in writing and their predictive effects on the writing performance of English as foreign language student writers. *Front. Psychol.* 13, 1–14. doi: 10.3389/fpsyg.2022.1071907

Ravina-Ripoll, R., Ahumada-Tello, E., and Gálvez-Albarracín, E. J. (2019). Happiness as a predictor of academic performance in university students. A comparative analysis between mexico and Spain. *Cauriensia* 14, 407–426. doi: 10.17398/2340-4256.14.407

Restrepo, S., and Del Sol, Y. (2021). *Neurodidáctica y Neuroenjoyflip* (N. Fernández Klimek (ed.); Edición po). Nueva Frontera.

Sáenz, L. (2022). *Gestión de recursos cognitivos como factor modulador en la expresión de la alta capacidad intelectual* Universidad de La Rioja.

Sánchez-Verdejo, J., Anguita, J., and Fernandes, F. (2019). The teaching of foreign languages: proposals for improvement. *Chakiñan, Revista De Ciencias Sociales Y Humanidades* 8, 133–147. doi: 10.37135/chk.002.08.09

Sarıçoban, A., and Karakurt, L. (2016). The use of task-based activities to improve listening and speaking skills in EFL context. *Sino-US English Teaching* 13, 445–459. doi: 10.17265/1539-8072/2016.06.003

Schultz, W. (2016). Reward functions of the basal ganglia. *J. Neural Transm.* 123, 679–693. doi: 10.1007/s00702-016-1510-0

Schwarz, J., Hassinger, H., and Schmidt-lauff, S. (2020). Subjektives Lernzeiterleben und kollektive Zeitpraktiken in der Erwachsenbildung: zur empirischen Rekonstruktion von Zeitmodalitäten in Lern-und Bildungsprozessen. *Forum Qual. Soc. Res.* 21, 11–26. doi: 10.17169/fqs-21.2.3489

Shao, K., and Parkinson, B. (2021). Social psychological accounts of peer emotion transfer in EFL classrooms: a doubly latent multilevel analysis. *Lang. Teach. Res.*:136216882110115. doi: 10.1177/13621688211011513

Shi, Y. (2021). The interactive effect of EFL teachers' emotions and cognitions on their pedagogical practices. *Front. Psychol.* 12, 1–5. doi: 10.3389/fpsyg.2021.811721

Shobikah, N. (2020). The competencies in English. *J. Res. English Lang. Learn.* 1, 23–36. doi: 10.33474/j-reall.v1i1.5280

Stravers, E. (2022). *Social interaction with native speakers' effect on foreign language enjoyment and foreign language anxiety*. Southeastern University Lakeland.

Sulistyowati, A. I., and Prabowo, T. W. (2023). The EFL students' anxiety in an online public speaking class at an indonesian university. *Edukasi: Jurnal Pendidikan Dan Pengajaran* 10, 1–29. Available at: http://jurnal.radenfatah.ac.id/index.php/edukasi

Wang, R. (2022). Enjoymeter for exploring Micro-scale changes in foreign language enjoyment. *Front. Psychol.* 13, 1–12. doi: 10.3389/fpsyg.2022.882748

Wang, H., Xu, L., and Li, J. (2023). Connecting foreign language enjoyment and English proficiency levels: the mediating role of L2 motivation. *Front. Psychol.* 14, 1–13. doi: 10.3389/fpsyg.2023.1054657

World Medical Association. (2013). WMA declaration of Helsinki – ethical principles for medical research involving human subjects. Available at: https://www.wma.net/policies-post/wma-declaration-of-helsinki-ethical-principles-for-medical-research-involving-human-subjects/

Yu, W., Wu, H., and Zhao, W. (2022). A qualitative analysis of control-value appraisals, positive achievement emotions, and EFL performance in a Chinese senior high school context. *Front. Psychol.* 13, 1–10. doi: 10.3389/fpsyg.2022.986684

Yung, K. W. H., and Chiu, M. M. (2023). Secondary school students' enjoyment of English private tutoring: an L2 motivational self perspective. *Lang. Teach. Res.* 27, 907–929. doi: 10.1177/1362168820962139

Zhang, L., and Tsung, L. (2021). Learning Chinese as a second language in China: positive emotions and enjoyment. *System* 96:102410. doi: 10.1016/j.system.2020.102410

Zhao, X., and Wang, D. (2023). The role of enjoyment and boredom in shaping English language achievement among ethnic minority learners. *J. Multiling. Multicult. Dev.*, 1–13. doi: 10.1080/01434632.2023.2194872

Zheng, S., and Zhou, X. (2023). Enhancing foreign language enjoyment through online cooperative learning: a longitudinal study of EFL learners. *Int. J. Environ. Res. Public Health* 20:611. doi: 10.3390/ijerph20010611