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**Inculcating Enjoyment in EFL Classes:
the Case of First Year Master Students of Didactics and Foreign
Languages**

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Degree in Didactics and Applied Languages

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Dedications

I dedicate this humble work to my dear family, my dear parents, brothers and sister for their everlasting unconditional love and support.

To all my teachers throughout my study years at university, especially those who live for the improvement of our learning journey as students.

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Abstract

One imposing adversary for education is the feeling of boredom that is plaguing the learning experience in classrooms today. As a potential countermeasure, enjoyment can be inculcated as an incentive for students to engage more in their studies in class. The research attempts to demonstrate how valuable it is to experience learning in a pleasant way. It focuses on first-year master students of Didactics and Foreign Languages of English at the university of Abdelhamid Ibn Badis in Mostaganem. The research scrutinizes the target students' state of mind through a questionnaire and a classroom observation to determine what causes some classes to be dull for them. Further, using various psychological and pedagogical breakthroughs, different underrated strategies, and other atypical means a teacher may employ in his classes are highlighted to help students better "savour" the learning experience and eventually engage in it. An interview conducted with English as a Foreign Language teachers from Mostaganem's Abdelhamid Ibn Badis university was additionally incorporated as a backing research tool to reinforce the outcomes and establish more reliability. Moreover, the research peeks into the impact of enjoyable learning atmosphere on the understanding of courses. The study uncovers that enjoying courses correlates positively with student performance and that boredom hinders it. It shows, conjointly, that playfulness attracts the learners towards immersion for an improved comprehension and retention. Finally, the research encourages teachers to adopt a light-hearted cheerful character, to consider learner opinions and suggestions about the courses, while maintaining a certain level of authority and order in class.

Keywords: enjoyable learning, student performance, engage, boredom.

List of abbreviations

EFL: English as a Foreign Language

IQ : intelligence quotient

PFC : Prefrontal Cortex

WM: Working Memory

MTL: Medial Temporal Lobe

LTM: Long-Term Memory

SEF: Stage-Environment-Fit theory

SDT: Self-Determination Theory

PBL: Problem-Based Learning

MIR: the Methodology for Interdisciplinary Research

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General Introduction

This research emanates from a simple source inquiry regarding what can be a practical improvement for learning in accordance with the existing educational framework. It is a challenging endeavour since systems or policies cannot be tinkered with despite being deeply flawed facets in Algerian education. Therefore, in order to contribute to the amelioration of education in a sensible way, the attention is turned towards teachers, because they constitute an element in education that is susceptible to change and improvement through scientific research outcomes at this level. The main goal is then to sensitize, as much as possible, teachers or prospective ones to angles in the classroom they would otherwise overlook or undervalue.

The fact that nearly all students prefer staying at home rather than going to the university to learn is what drove us to investigate enjoyment in the classroom. Since most students are pursuing degrees as a main gratification from the university journey, they are then only eying for acceptable academic results and not for the actual learning and skill development. How can courses then be more attractive for learners to engage in them? Enjoyment represents a usually overlooked aspect of learning which can largely contribute to good quality education and lifelong learning. It is, more specifically, recognized as a key for engagement and learner involvement in the course; the more enjoyable the course is, the more students get soaked in it. Ultimately, feelings of enjoyment are to be exploited for a sustained attention from the learners in the classroom and to ingulf them in for extended periods of time. However, the majority of students seem to be indifferent towards most of the subjects undertaken at the university level. Some teachers do try to cater for this element but simply are not armed with the proper tools, attitude and understanding of the angles they have to work on in order to be effective in this particular endeavour.

For the sake of appositeness, a retrospect on the university learning experience revealed some lacks and deficiencies that can be ameliorated. A noticeable issue is when a course is relatively arid and does not entice excitement in the learner. Subsequently, his engagement levels regress throughout the session due to a developed aversion towards it. Psychologically speaking, boredom in class represents a red flag when it comes to the learning process. Robert Plutchik, an expert in the science of emotion, has identified that the feeling of boredom may lead to disgust and loathing. This proves that boredom is a probable precursor for learners deploring a particular subject matter at school. Adding to that, various research demonstrated that a student's performance tends to drastically degrade when he takes on learning as a chore. Ergo, teachers' unawareness or disregard for their learners' tediousness can be devastating for their progress in the subject matter and for the learning experience in general. Therefore, the aspect of enjoyment in classrooms was designated as an important matter which is not amply scrutinised by researchers worldwide. This element can be key for optimised student engagement and, instead of an attempt to converge various pedagogical facets to satisfy learner involvement, a teacher may solely focus on enthrallment by nursing an enjoyable atmosphere in order to lure his learners into engagement.

Delving into enjoyment in education may seem banal to some. But through the years, it was noticeable that most teachers use obsolete and mundane ways to present information, making

interaction along with engagement with the course very difficult for the learner, and the attention span of the students would then be limited. However, it is possible to incite the students to pay attention to the course through building an enjoyable learning atmosphere rather than forcing them to. Indeed, to cover all facets of inculcating enjoyment in the classroom, a few fundamental questions need be answered:

1. To what extent are students listless in the classroom?
2. How beneficial is it to incorporate an enjoyment factor in courses?
3. How can a teacher then help students enjoy their classes?

We suggest the following hypotheses ad interim:

1. Students' levels of boredom during some courses are high enough to limit their attention span and develop apathy or distaste towards them.
2. It helps students be more involved with the course, it enhances creativity and represents a healthier way for both learning and teaching.
3. There are numerous underrated and other atypical strategies and ways of teaching that contribute to an enjoyable learning atmosphere but are not yet implemented.

The theoretical background set by the first chapter paves a plethora of assumptions and possibilities to follow up. Essentially a seminal basis, a theoretical framework was crafted by deriving conclusions from the definitions of enjoyment, emotions' effect on learning and the teacher's role segments of the literature review in order to provide relevance, validity and authenticity to the research. Through the activities the students undertake, the processes established by the teachers, interacting with others, humour, achieving, their emotions, their well-being and personal benefits, an assessment of the aspects and constructs that shape enjoyment in classrooms is managed. Thereafter, an identification of the deficiencies and lacunas that hamper enjoyable learning atmosphere is facilitated.

The research focuses on the first-year master students of Didactics and Foreign Languages of English at the university of Abdelhamid Ibn Badis in Mostaganem. This choice is due to the full cooperation received from the English Language Department and from the students' part as well. The learners were mature enough to collaborate in a serious manner. They were ready to expand extra efforts for the sake of research and displayed a desire to improve the learning experience. In addition, they are familiar with didactics and applied linguistics and have more than three years' involvement in learning at the university level. This pertains that they are capable of understanding the aims behind the research processes that they participate in, adding to the reliability of gathered data.

This dissertation is divided into three chapters. The opening chapter represents a literature review which displays previous works related to the topic of enjoyment in classrooms. It first and foremost tackles definitions of enjoyment, its implication in the learning sphere, emotions' effects on learning, teachers' roles in making classrooms more enjoyable and, finally, negative emotions' effects on learning. After that, an enveloping description of how the research is conducted is furnished by the second chapter. It reports the methods and approaches on which the research knuckles down along with the data collection tools exploited for our investigations. Lastly, the third chapter introduces a distilled bundle of information which was analysed for later interpretation and recommendations that may serve in making classes more enjoyable.

Concerning the research methodology, an inductive research approach was adopted in order to pave a way for remedies to the issues tackled in the research questions. Opting for this method, researchers begin with specific observations, which are used to produce generalized theories and draw conclusions. The main reason for utilizing the inductive approach is to take into account the context where research effort is active, while it is also most appropriate for small samples that produce qualitative data. However, the main weakness of the inductive approach is that it produces generalized theories and conclusions based only on minute observations, thereby the reliability of research results being under question. Subsequently, a descriptive method was coupled with the inductive one to reinforce the research. Descriptive research involves the description, recording, analysis and interpretation of situations in which an issue is perceived. Its focus is on the composition of prevailing conditions and how the group behaves or functions in a particular context. It often involves a type of comparison or contrast, which is the case of valence when it comes to our endeavour. In other words, descriptive research can be defined as a purposive process of gathering, analysing, classifying and tabulating data about current conditions, practices, beliefs, processes, trends and cause/effect relationships and then, making adequate and accurate interpretation about such data with the aid of statistical methods to either reinforce or falsify the previously proposed generalizations. Further, the research delves into the ‘why’ of the rationale in order to find patches for the situation studied, securing another layer of significance to the whole.

Chapter 1: Overview/ Review of the Literature

1. Introduction:

This chapter encompasses an effective theoretical framework which works as a common thread through the whole research. It first establishes understandings on enjoyment and what it really pertains in an educational setting. It, then, stresses its implication with learning while highlighting multiple researches' results advocating for its use. In addition, this part exposes the lack of literature concerned with the process of making learning fun. After that, the chapter delves into emotions' effect on learning. This section links enjoyment with emotion before relating it to how it is associated with the multiple brain processes and the teaching/learning process as well. Furthermore, a segment about teachers' role in making classes more enjoyable is presented. It includes Paul Ekman's work on facial expressions, a theoretical background to grasp elements of enjoyment and a few strategies for implementing enjoyment in class. Finally, it concludes by introducing literature on negative emotions' implications in learning.

1.1. Definitions of enjoyment:

Enjoyment has been hard to conceptualise. Scholars from different fields of study have given tentative statements of opinion on the matter but a concise and precise definition is needed to avoid any ambiguities or vagueness on what enjoyment may represent in an educational setting. That is why definitions from educational science and from dictionaries are brought in to clarify what is meant by enjoyment in this research.

Merriam-Webster's dictionary sees it as something that gives keen satisfaction. *Macmillan Dictionary* views it as pleasure that you get from an activity or experience. *The Free Dictionary* similarly defined it as something that provides joy or satisfaction.

Fun and enjoyment are usually perceived as two different phenomena in academia. However, in definition, the terms are interlinked and can be used interchangeably because there is no fun without enjoyment and vice versa. The two terms are also found to be closely related in most dictionaries and include one another in their own definitions.

Shernoff & Csikszentmihalyi (2009) define flow as a psychological state in which one's awareness merges with the action, when one's concentration, interest, and enjoyment are at the highest, the experience itself is rewarding, or "autotelic", and is, therefore, intrinsically motivating. It is known colloquially as being in the zone, it is the mental state of operation in which a person performing an activity is fully immersed and feels enjoyment in the process. In essence, flow is characterized by the complete absorption in what one does, and a resulting loss in one's sense of space and time.

Csikszentmihalyi pioneered the flow theory of human behaviour. In previous books he has developed the theory, which describes the satisfaction people feel when they become challenged to use their skills to the utmost. In "Talented Teenagers," Csikszentmihalyi and his colleagues apply flow theory for the first time to adolescent talent development. Many of their findings apply to a broad range of students, Csikszentmihalyi said. The researchers found that enjoyment plays a crucial role in helping students become interested in a talent area and stay with it.

"Unfortunately, many adults who have not been able to pursue a vocation that they enjoy will be reluctant to accept this general conclusion," the authors write. "They will tend to see interest and effort, and play and work, as separate realms because that is how they normally experience them. Yet most people remember a time, no matter how brief, when they were swept along by a sense of effortless control, clarity and concentration on an enjoyable challenge. It may have happened on the athletic field, on a scout outing, or in a high school choir, but such moments are often enshrined in memory," they add.

Shernoff et al. (2003: 160) link this flow state to performance of a task and perceive it as: *'intrinsically enjoyable, as when artists or athletes are focused on their play or performance'*. They also underline that it is not necessary to have further outcomes for pleasure to be experienced as they mentioned that *'the activity is perceived as worth doing for its own sake, even if no further goal is reached'*. The simile of a musician, dancer or athlete and their physical and intellectual absorption in the task in hand, to the exclusion of awareness of other physical or social stimuli, communicates something about the intensity of this flow state.

Enjoyment of learning is defined as a multidimensional construct that consists of five components: affective, motivational, cognitive, physiological, and expressive. A learner who experiences enjoyment: (1) feels joy (affective component); (2) evaluates the situation in a positive way (cognitive component); (3) wants to continue learning (motivational component); (4) produces a physiological response (e.g., a high pulse rate), and (5) expressive characteristics (e.g., lifted mouth corners) (Hagenauer, 2009; Titz, 2001).

1.2. Enjoyment's Implication in Learning

Often neglected in classroom learning, the sense of enjoyment carries pedagogical benefits which can drastically change the dynamic among classrooms today. Empirical research has successfully shown that enjoyment is the most frequently occurring activating positive learning emotion in school (Pekrun et al., 2002). That is, in itself, an effective reason that may aid in turning heads over to the advantages enjoyment in classrooms can carry.

An exploration of the literature shows that fun and enjoyment have been discussed in relation to the learning of both children and adults. Creativity is thought to be stimulated by fun and humour, when the brain is more relaxed and less bound by rules (Light, 2002). In 2005, Lightfoot and Brady found that older people were discussing the new and exciting ideas they were learning and the joy it provided in their learning experience. Armstrong (2002) identified the lack of literature for the implementation of humour in adult learning or the process of making learning fun. He alludes to Cathro's (1995) argument that *'humour has often been unrecorded, and perhaps silenced, within and by academic disciplines'* (p 2). He sees humour as a key teaching quality and brings up Stock's (1970) research in teaching styles and learning. Stock (1970) found that student evaluations rated teacher characteristics *'warmth, humour and responsiveness'* (p. 3) as higher than learning gain, showing that it is paramount in the eyes of the learners.

"Brain research suggests that fun is not only beneficial to learning but, by many reports, required for authentic learning and long-term memory," writes Sean Slade for The Answer Sheet. Neurologist and educator Judy Willis book (ASCD, 2006) is one of many scholars that have highlighted the learning benefits of fun: *"The truth is that when the joy and comfort are*

scrubbed from the classroom and replaced with homogeneity, and when spontaneity is replaced with conformity, students' brains are distanced from effective information processing and long-term memory storage.”, “*The highest-level executive thinking, making of connections, and 'aha' moments are more likely to occur in an atmosphere of 'exuberant discovery,' where students of all ages retain that kindergarten enthusiasm of embracing each day with the joy of learning.*”

Recent American and British studies suggest that the lack of the enjoyment of learning is one of the major facts affecting the achievement of educational goals (Goetz, Hall, Frenzel & Pekrun, 2006). Relevant experiences from other countries, such as Australian or Romanian ones, confirmed the relevance and importance of this concept by including the enjoyment of learning in public policy documents with a double status: as a right of pupils and as a goal of the formal educational system.

Results of the experiment conducted by Joanna Hernik and Elżbieta Jaworska at the faculty of economics in Poland show that, thanks to joyful lectures, students are not only happier, but they also remember more information. In the case of the management area, which is considered as a more serious field, students evaluated funny classes as better than traditional ones. They also remembered more information. That is why a thesis that one of the barriers to learning in a classroom setting is a rigid and serious way of teaching can be put forward. (The Effect of Enjoyment in Learning, 2018)

It has been proven that previous academic failure does not necessarily impede the joy of returning to an educational setting but, surprisingly, reinforces it. In Schuller's report, the results were not skewed by previous experience in education. Research has shown that, in initial education, there was a weak relationship between failures at school and enjoyment, with ‘*some people enjoying school in spite of not achieving qualifications, others achieving qualifications but leaving with a distaste for education*’ (Schuller et al., 2002, p. iii).

Students' lack of enjoyment of learning has been mooted as a cause of multiple failures in education. David et al. (2003) link high levels of boredom in secondary school students particularly with ‘*disengagement and alienation, marked by a chronic cycle of tardiness, absenteeism, failing classes, suspensions, and transitions between schools*’ (p. 158). Lack of enjoyment is therefore implied to be a cause of failure to learn. More data on the relationship between enjoyment and learning assumes that learning is contingent on a willingness to engage and to persist, and that this will not be forthcoming unless the learning task is assessed as potentially enjoyable, resulting in motivation to start, and experienced as enjoyable, resulting in persistence.

Teaching models can be analysed from different points of view, and depending on the goals for which this process is to be used, there are three levels of teaching. The lowest level is “subordinated teaching”, focused on acquiring knowledge and skills by students. Higher level is the “exercise teaching”, which aim is to train mental abilities (skills), such as memory, attention or thinking. The third and the highest degree is “educational teaching”, i.e. the teaching which should be upbringing (M. Janowicz, p. 81–92, 2017).

“*Attention and time are the two most fundamental resources in the history of mankind*” (Idriss Aberkane, 2017). This leads to the realization that the simple but tough goal for a teacher is to keep the attention of his students and maintain the flow state for as long as possible. It is

not an easy task because it is impossible to force someone's attention, teachers have to seduce the listeners by his methods.

Turning play into work and work into play represents one of effective ways to keep the student's attention. Enjoying learning is a paramount step to keep learning for the long term and reach a high level in whatever the individual is trying to achieve. According to Idriss Aberkane in 2017, successful people with a high IQ; which is the abbreviation for 'intelligence quotient' and is used worldwide as a measure for intelligence; perceive learning as something fun and would rather learn something than waste their time on other irrelevant activities to their knowledge. He gave the example of Wim Klein, a famous mathematician, who likes spacing numbers in his brain. By the same token, it has been found that video games improve the engagement level of the students. Meaning that productive videogames, and games in general, can be included into curricula for an improved learning technique because they are very neuroergonomic; neuroergonomics meaning the application of neuroscience to ergonomics. Games also encompass many other modes which tie to the principles of learning.

A simple analogy is that of a competent fitness coach who tends to advise his clients to get involved in football rather than jog or practice some kind of mundane sport in order to lose weight. Through time, boredom will settle in and the client would eventually give up on the monotonous exercise. On the other hand, the client who is practicing a more enjoyable kind of sport would keep the flow going for the long term. The reason is that efforts expanded on chores are toilsome and those spent on hobbies are invigorating. Idriss Aberkane assures that people would spend more time and attention, therefore be more productive, when carrying out a more enjoyable procedure. Ergo, the understanding that suffering equals productivity is deceitful. *"Study without desire spoils the memory, and it retains nothing that it takes in."* -Leonardo Da Vinci, 1493.

An issue emerges when a module has a low influence on a learner's results, such as a module with a low coefficient. The student will most likely not attend the said class, or, if he does, would not be committed throughout the session. One goal is to attempt to demonstrate that engaging this type of situation by introducing a touch of fun to teaching methods will remedy the problem. Firstly, experiencing enjoyment is perceived by both learners and teachers as a motivator to attend classes and learn the knowledge and skills. Secondly, fun and enjoyment are considered by learners as a mechanism that encourage concentration and help in the absorption of learning. Finally, having fun is identified as a proven way to build a socially connected learning environment. (Dorothy Lucardiea, 2014)

Dorothy,L in 2014, indicated that experiencing positive emotions such as fun and enjoyment is linked with successful learning and self-perception of increased well-being, thus, contributing to good quality education. These three outcomes are also linked with achievement of competence, increased learner autonomy, improved relatedness with others, intrinsic motivation and goal achievement. Her research also proposes that a greater focus on the affective domain of an adult's learning experience, in particular fun and enjoyment, could prove to be as beneficial and important as it is currently considered to be in children's learning. A different approach to the design of adult learning experiences and methods that incorporates greater use of fun may mean that more adults are encouraged and motivated to participate in learning with enthusiasm for the apprenticeship journey, optimism and for better outcomes.

Studies confirm that emotions play an important role in learning, influencing a range of cognitive processes, such as attention, memory storage, retrieval and problem solving (D. Rodrigo-Ruiz, 2016). More specifically, she puts forward through a series of past researches ranging from 2002 to 2013 that joy influences goal orientation (Sutton & Wheatley, 2003) increases motivation in learning (Frenzel et al., 2011; Kimura, 2010; Kunter et al., 2008) encourages participation in class (Kimura, 2010) Improves creative developments (Kimura, 2010) attracts attention (Kimura, 2010) surprisingly increases control over the class and discipline (Kunter et al., 2008, Turner et al., 2002) stimulates task avoidance behaviours (Sutton & Wheatley, 2003) offers more support (Frenzel et al., 2011; Kunter et al., 2008) provides quality education ; a quality education is one that provides all learners with capabilities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being; (Frenzel et al., 2011; Kunter et al., 2008; Sutton & Wheatley, 2003) provides opportunities for autonomous learning (Frenzel et al., 2011) produces more positive evaluations from the teacher (Brackett et al., 2013) and had no perceivable negative effects.

1.3. Emotions' Effect on Learning

Emotions differ greatly from moods. Sven-Ake Christianson clarified the distinction between the two by stating that emotions have an identifiable cause or stimulus which is often a brief, spasmodic, intense experience of short duration where the person is typically aware of it. Whereas, a mood tends to be more subtle and longer lasting, less intense and more in the background such a frame of mind casting a positive or negative ray over experiences. People may not be aware of their mood since they are not as specific as emotions (e.g., only happy or only sad). One may not be aware of it until attention is drawn to it. A causal effect can relate the two concepts. Intense, persisting after-effects of a strongly aroused emotion may last for several minutes or hours, especially when one keeps reflecting on the experience that led to that particular emotion. This is usually the method by which happy or sad moods are induced in empirical researches on mood and memory (see Kenealy, 1986).

Emotional experiences are ubiquitous in nature and perhaps even critical in academic settings, since emotion modulates virtually every aspect of cognition. Nowadays, there is greater consensus among researchers, who agree that emotions are multifaceted and complex and that different organismic subsystems work together when an “emotional episode” is experienced (Scherer, 1990). Adult educators also understand the interaction between learning and emotion (Dirkx, 2006; O'Regan, 2003). “*Emotions are important in adult learning because they can either impede or motivate learning*” (Dirkx, 2001, p. 63). Tests, examinations, homework, and deadlines are associated with different emotional states that encompass frustration, anxiety, and boredom. A curiosity state, on the other hand, encourages further exploration and apparently prepares the brain to learn and remember in both children and adults (Oudeyer et al., 2016). Curiosity here is considered a positive emotion because it pushes learners intrinsically to pursue new knowledge. The study of Loredana Manasia in 2015 in Bucharest reveals pessimistic students, with negative attitudes on school and learning. In addition, their perspective on school and learning affects the enjoyment of life. Most of the respondents argue that school is an unenjoyable period in their lives, an obstacle to do things

that are more interesting. Other negative emotions complete the perceptions on learning and school: anxiety, anger, frustration and boredom.

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Educators can take advantage of the power of emotion to affect learning (Wolfe, 2006). Emotions serve as filters anticipating threats to the self-image which is protecting self-esteem. Emotionally, the freedom to learn is heavily dependent on emotions experienced while learning, a framework that educators have some control over. Trust toward the person offering new knowledge and the belief that current experiences will not be harmful is central to learners’ availability to transform. Learning is powerful and sensitive. Meaningful learning occurs after emotional factors facilitate personal transformation. Some emotions have a positive effect on learning, and others block the learning process. There is no list for these emotions and their effects due to the individual construction of emotion and feeling, but speculation is in order. Emotions like anxiety or fear could have positive effects, while other emotions, like anger or arrogance, could have negative effects. Identifying, analysing, and monitoring emotion take more than emotional intelligence. To be emotionally skilled one requires a deeper understanding of the subconscious dimensions of emotional organization and the flow that keeps emotions dynamic in an individual’s life (Gabriel & Griffiths, 2002).

A high density of emergent emotions characterizes educational and academic environments: the enjoyment of learning, hope, pride, anxiety, boredom or despair (Goetz, Hall, Frenzel, & Pekrun, 2006). These emotions are intrinsically linked with student motivation for learning, learning process, performance, the development of the self-identity or with the wellbeing in school. Kuppens (2008, p.1053) suggests that referring two dimensions can define the force vectors of emotional experiences: the dimension of pleasure (or valence) and the dimension of arousal (or activation), a concept that can be useful and used to describe the balance in-between the two dimensions is the state of flow, the concept proposed by Csikszentmihalyi (1977, p. 72).

Recent investigations claim that distinct cognitive and emotional neural systems are not separated but are deeply integrated and contain evidence of mediation and modulation (Dolcos

et al., 2011; Okon-Singer et al., 2015). One study reported that the prefrontal cortex (PFC) participates in emotional valence (pleasant vs. unpleasant) processing during working memory (WM) (Perlstein et al., 2002). Simons and Spiers (2003) also reviewed studies of interactions between the prefrontal cortex and the medial temporal lobe (MTL) during the memory encoding and retrieval processes underlying successful long-term memory (LTM). They demonstrated that the PFC is crucial for LTM because it engages with the active maintenance of information linked to the cognitive control of selection, engagement, monitoring, and inhibition. Hence, it detects relevant data that appears worthwhile, which is then referred for encoding, thus leading to successful LTM. The PFC is associated with higher-order cognitive functions such as prediction and planning of/for the future (Barbey et al., 2009). Moreover, it is thought to act as a control centre for selective attention (Squire et al., 2013), and also plays a critical role in WM as well as semantic processing, cognitive control, problem-solving, reasoning and emotional processing (Miller and Cohen, 2001; Yamasaki et al., 2002). Consequently, emotions are now thought to influence the formation of a hippocampal-dependent memory system (Pessoa, 2008), exerting a long-term impact on learning and memory. In other words, although cognitive and affective processes can be independently conceptualized, it is not surprising that emotions powerfully modify cognitive appraisals and memory processes and vice versa.

Teaching is an emotional activity (Hargreaves, 1998, 2001). The aspect of emotion should not be taken lightly when it comes to a classroom setting. How a learner feels about studying may influence his performances either positively or negatively depending on the type of emotions he experiences. Pekrun, Goetz, Titz and Perry (2002) have investigated in depth the impact of emotions upon learning, coming to the conclusion that while negative emotions from the teacher take a negative toll in the classroom, positive emotions render a positive effect on student learning. Therefore, a teacher should know which feelings to stimulate and which to dampen in order to maximise his students' performances.

Frenzel, Götz, Stephens, and Jacob (2009) describe the relationship that occurs between teacher emotions and student behavioural responses. Their model proposes that teachers' emotions, impacted by student behaviours, in turn influence instruction, thus continuing the cyclical effect in the impact of teachers' emotions on student behaviours and outcomes. This phenomenon represents a very hard to identify vicious cycle, therefore, hard to investigate. Only minimal research has been done about the circumstance. Nevertheless, it has been proven that positive emotions (such as joy) from the teacher's part have benefited student performance.

As mentioned before, emotions are split into two categories: those that aid learning and those that hinder it. The former kind of emotion is coined as negative and the latter is positive. This hierarchical figure can help differentiate the negative emotions from the positive ones but do not represent them accurately since they differ from one person to another. Nevertheless, it may help in recognizing what is meant by negative and positive emotions in this research.

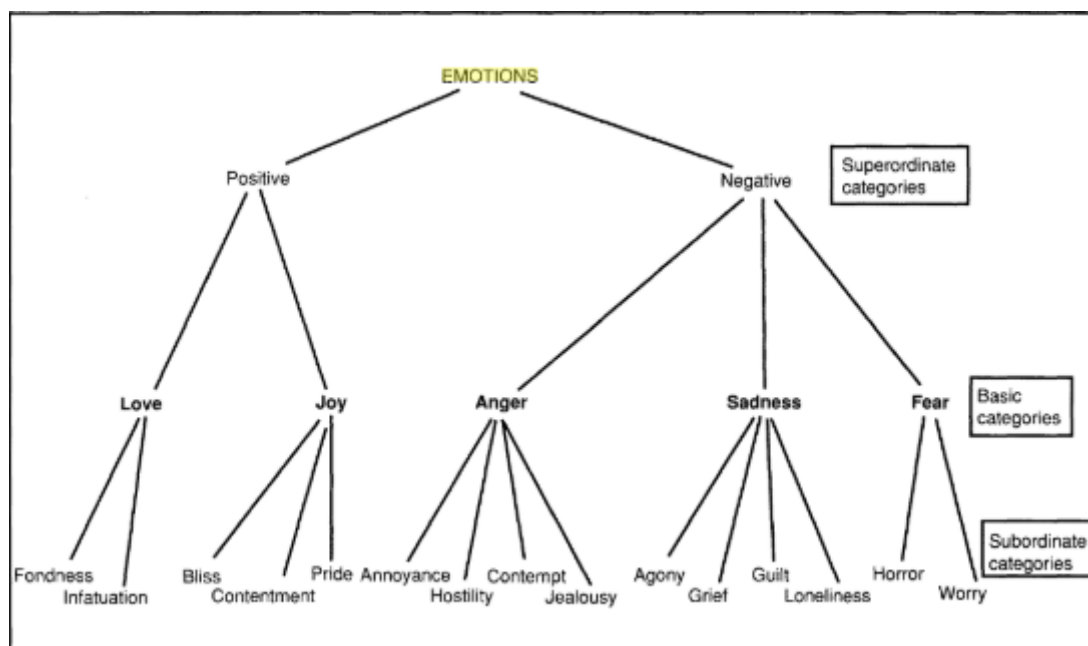


Figure 1.1: A simplified version of the emotional hierarchy reported by Shaver et al. (1987).

Hagenauer, Hascher and Volet (2015) analysed both positive and negative emotions, as generated by the interpersonal relationship between the teacher and the student, classroom discipline, as well as the student's engagement in classroom activities, finding that these important relationships were analogous with experiencing the emotions of joy, anger and anxiety. They found that joy was the one emotion to prompt student's engagement the most. Indeed, arousing the emotion of joy and impeding anger and anxiety are ambitions in this research. The results of this study also indicated that student behaviour, the interpersonal teacher student relationship, and teacher emotions are strongly related. The ability to manage classrooms accordingly and to form positive interpersonal relationships with students can thus be regarded as important factors of teacher emotional wellbeing in the job. In turn, one can assume that teachers' positive emotions are likely to induce students' positive emotions as some recent studies have already shown (Becker et al. 2014; Frenzel et al. 2009) and referred to as "emotional contagion" (Fischer 2007). Therefore, positive teacher emotions may not only be essential for the wellbeing of teachers but they may also affect students' wellbeing and, in turn, learning in class.

There is more empirical evidence showing that positive emotions facilitate learning. Students who report positive emotions exhibit a higher sense of well-being in school (Hascher, 2004, 2007), are often intrinsically or autonomously motivated (Deci & Ryan, 1985, 1993, 2002), show more stable task motivation and engagement (Abele, 1995; Assor, Kaplan, Kanat Maymon, & Roth, 2005; Fend, 1997; Gendolla, 2003), use better and more elaborate cognitive strategies which lead to better cognitive processing (Isen, 2008; Linnenbrink, 2007), and show higher achievement at school (Fend, 1997; Goetz, Frenzel, Hall, & Pekrun, 2008; Goetz, Frenzel, Pekrun, Hall, & Ludtke, 2007; Pekrun & Hofmann, 1999; for an overview, see Edlinger & Hascher, 2008). On the other hand, achievement and learning also trigger emotions. These findings point to reciprocal linkages between emotions, learning, and performance (Goetz et al., 2004).

For a precise analysis of learning emotions, the difference between state and trait emotions has to be established. This distinction follows the differentiation of “state” and “trait” factors in other psychological constructs. For example, studies on students’ interests (Krapp, 2000) distinguish between the actual or situational interest (e.g., a student feels interested in a teacher’s explanations of radioactivity) and the personal interest (e.g., a student is generally interested in radioactivity). Research on test anxiety (e.g., Zeidner, 1998) also draws this distinction: Students can feel anxious in a concrete achievement situation (state anxiety), but they can also feel anxious in achievement situations generally (trait anxiety). With regard to learning enjoyment, state learning enjoyment is a situation-specific emotional reaction, and trait learning enjoyment is a habitualized positive emotional reaction to learning situations in general (Frenzel, Goetz, & Pekrun, 2009). Students who experience high habitual learning enjoyment judge learning situations more joyfully and experience learning enjoyment more often than students with low habitual learning enjoyment (Izard, 1999). According to Scherer (1990, 1993), as well as Schutz, Aultmann, and Williams-Johnson (2009), actual learning enjoyment is defined as an “emotional episode” which varies across learning situations; while habitual learning enjoyment is conceptualized as an “affective tendency” that guides a person’s responses to learning experiences.

Robert Plutchik, an expert in the field of emotion, has identified that the feeling of boredom may lead to disgust and loathing. This might prove that boredom is the precursor for disliking a certain subject matter at school. Thus, teachers need to observe well their students and fine tune their ways according to how they feel in order to trigger their attention when needed.

1.4. Teachers’ Role in Making Classes Enjoyable

Teachers have to recognise the dynamic that their classroom is taking. In this regard, they can take advantage of Paul Ekman’s work, primarily used for lie detection, to better observe the learners and recognize their feelings and emotions. There are seven universal micro-expressions: disgust, anger, fear, sadness, happiness, surprise and contempt. They often occur as fast as 1/15 to 1/25 of a second. The face is an effective and obvious indicator of a person’s emotions. Yet, it often is overlooked (P. Ekman, 2003). Paul Ekman has shown that facial expressions are universal. Ergo, the examples below can be taken as a template for any region of the globe.



Figure 1.2: taken from 'Handbook of Cognitive Emotion' edited by Tim Dalgeish and Mick Power

Not all teachers need to get familiar with these expressions since their majority is already familiar with them. That's because humans are naturally trained since birth to recognize what others may be feeling. Nevertheless, there is the Micro-Expression Training Tool (METT) developed by Paul Ekman for better mastery of face observation techniques. The main relayed goal here is to push teachers to observe their students and pay closer attention to what they could be feeling, then, adjust accordingly in the right moments to dampen the negative emotions and raise the positive ones.

Learners usually identify a number of elements that are part of their experience of fun and enjoyment: the activities they undertake, the process established by the teachers, interacting with others, humour, achieving, their emotions, their well-being and personal benefits. (Dorothy Lucardiea, 2014). Her research also showed that what is perceived as fun and enjoyment for the learners was seen as engagement and interaction for the teachers. The fact that the primary aim of the activities in her particular research was to implement joy leads us to believe that enjoyable activities are fruitful for a more engaging and interactive learning process.

Teetering on the knife edge of a challenge overwhelming an individual appears to be a cause for more pleasure. A physical or intellectual situation which demands, or appears to demand, total concentration on the task in hand to avoid serious harm (for example surviving a seeming death-threatening plunge) triggers a sense of aliveness; it is assessed retrospectively as

enjoyment. Learning therefore may be most enjoyable when the risk and difficulty are very high, but not unattainable. The amount of difficulty will most certainly depend on each individual's capabilities and resilience. Satisfaction is a fluid state where the calculation of the distance between expectations and results relates to shifts in expectations throughout the period of study (Remedios et al., 2000). A sense of belonging can be triggered by positive feedback leading to raised self-esteem both in the instant and over time when it comes to these situations. This will not only lead to consistent engagement throughout longer periods, but also to more optimistic but realistic predictions of what may result from the learner's work. Otherwise, when high unrealistic expectation of outcomes is not met, he will face devastating disappointments which will affect his motivation for working hard and may cause inhibitions for doing more efforts in the future in fear of falling in the same outcome. This neutralization strategy aims to minimize the negative effect caused by these emotions. Its behavioural and attitudinal implications focus the fact that students give up on actively involving in solving the learning tasks.

Another sensible approach around enjoyment is the Stage-Environment-Fit Theory (SEF) of Eccles and colleagues (Eccles & Midgley, 1989; Eccles, Midgley, & Adler, 1984; Eccles et al., 1993). It provides a possible concept to explain the causes of a decrease of enjoyment of learning. The SEF conceives the decline in positive motivational factors (e.g., learning motivation, self-concept of ability) not merely as a function of pubertal changes but is attributed to a mismatch between opportunities afforded by the scholastic environment and the needs of young adolescents. For example, it acknowledges that, while adolescent students feel a growing need for autonomy, they are yet to be granted the luxury. Especially in lower secondary education where instruction has high external control because teachers are predominately control orientated (Reeve, Bolt, & Cai, 1999). Furthermore, the quality of social interactions decreases: During teacher-orientated instruction, student-student interactions are considered undesirable and are rarely allowed. In addition, a workload pressure urges teachers to reduce their time available to individual students. Due to the dominance of teacher-orientated practices and the lack of individual differentiation, students' achievement levels and grades can decrease despite students' investment in school. This, in turn, can have a negative effect on students' self-efficacy beliefs and self-concept of ability. Complementary to SEF, the Self-Determination Theory (SDT) can be employed to explain the causes of a decline in learning enjoyment. According to SDT, autonomy, competence, and social relatedness are often neglected in schools (G. Hagenauer and T. Hascher). If these "basic needs" are not fulfilled, self-determined learning motivation that is strongly connected to positive emotional experiences (Bieg & Mittag, 2009; Niemiec & Ryan, 2009; Ryan & Connell, 1989) cannot develop.

An approach for the conceptualization of the enjoyment of learning stresses the indirect nature of this emotion. Compared to the other approaches, where the enjoyment of learning is the resultant 'here and now' of the social context of learning, the current one defines enjoyment of learning as a result of the gap analysis between expectations and results. In this context, we can identify a synonymous relationship between enjoyment of learning and satisfaction (Kremer-Tailgate and Goldstein, 1990). The enjoyment of learning, as a positive experience, can be defined and in relation to social relations. Goodenow (1992) argues that the feeling of belonging is associated with a state of satisfaction. The enjoyment of learning, as a positive experience, can be defined in relation to social relations. Goetz et al. (2006) distinguish between enjoyment to learn as a fleeting feeling and enjoyment of learning as a trait. The first

understanding of the concept designates a present experience, an immediate response, related to a context or a learning situation. In the second case, the enjoyment of learning has a conclusive, cumulative, and retrospective character, referring to a series of learning experiences. Therefore, teachers have the responsibility to cater for both kinds of enjoyment not only to keep the student engaged in the moment, but also to motivate him for more consistent efforts towards achieving the learning goals.

Gudykunst (1995, p. 22) draws on Turner (1988) to suggest four critical human needs:

- a) our need for a sense of predictability (or trust)
- b) our need for a sense of group inclusion
- c) our need to avoid or defuse anxiety
- d) our need to sustain our self-conception.

Points a) and c) relate to mastery; feeling in control of the situation. Points b) and d) relate to the sense of security achieved through a conviction of belonging. Achievement of such needs is an imperative basis for the learners' wellbeing. It does not necessarily cause joy for students, but represents a compulsory step towards inculcating enjoyment in classes.

Enjoyment provides opportunities that increase students' engagement, and encourage teachers and administrators to participate with students in those activities both in the classroom and during the implementation of extracurricular activities. There is a need to employ instructional aids during the teaching process, to involve students in the process of designing such activities and the need to employ fun and enjoyment during the implementation of the instructional events to increase students' enjoyment of learning in general, along with encouraging students with low averages to be involved in the implementation of learning activities. (Dr.Ibrahim Al-sahara, 2015)

1.5. Strategies for Implementing Enjoyment in Class

Janelle Cox, an American professional in the science of education suggested in 2019 ten techniques to make classrooms more fun by stimulating those activating factors mentioned above:

Creating Simple Science Experiments: incorporating anything that is hands-on is a great way to make learning fun. Through simple science experiments that will have students exploring density and buoyancy, or through any hands-on experiment. Before introducing any of these concepts, the use of a graphic organizer to have students predict what they think will happen during every experiment they conduct.

Allowing Students to Work Together: there has been extensive research on using cooperative learning strategies in the classroom. Research says that when students work together, they retain information quicker and longer, they develop critical thinking skills, and they build their communication skills. Those are just a few of the benefits cooperative learning has on students.

Incorporating Hands-On Activities: hands-on activities are a fun way for students to learn. Alphabet activities are not just for pre-schoolers. Use fun, hands-on alphabet, math, English, and geography activities to help students learn in a memorable way.

Giving Students a Brain Break: university students work very hard each day and they deserve small breaks. For most teachers, it's easy to see when students have had enough and are in need of a quick recreation. Research has shown that students learn best when they have brain breaks throughout the school day.

Going on a Field Trip: field trips are a great way for students to connect what they are learning in school with the outside world. They get a hands-on view of everything they learned in school, and they get to connect what they learned to what they are seeing at the exhibit.

Making Review Time Fun: when students hear the words "review time" they may instantly feel bored. It is, then, important for a teacher to be creative in making it more enjoyable. This could be through assigning group activities that require knowledge of what is to be reviewed.

Incorporating Technology into Lessons: technology is a great way to make learning fun. Research has shown that using technology in the classroom can increase student learning and engagement. While using overhead projectors and tabletop computers can still facilitate student interest, they just may become a thing of the past. Smartphones and tablets offer a variety of classroom apps that can meet all of the students' instructional needs.

Creating Fun Learning Centres: any activity that gets students working together and up and moving around will be fun. Create fun learning centres that give students a choice of study topics. There can be design centres that allow them to use computers or electronic devices.

Teaching to Students Ability: as Howard Gardner's Multiple Intelligence Theory suggests, there are eight different types of intelligence that guide the way we learn and process information. The use of this theory to teach to each students' ability will make learning much easier for the them, as well as a lot more fun.

Limiting the Class Rules: too many class rules and expectations can hinder learning.

Connie Malamed in her blog "The E-learning Coach" a professional e-learning coach, also suggested a number of ways to entertain adult learners in 2010:

Building a community through social technologies for learning: implementing a social media strategy as part of a learning experience, using social networking applications and services to build groups with a common interest or goal, sharing knowledge and experience through informal networks is a motivating and more fun way to learn.

Accommodating group interactions: providing opportunities for group discussion, collaboration and group problem solving would create a fun sense of community where everyone can exhibit his personality and share his interests with the others, then, form learning relationships with them.

Challenge through games: enticing with immersive environments. When the audience members are involved in the challenge of a game or focused on solving problems in a virtual or classroom environment, learning becomes an incidental aspect of winning or finding solutions. Although this usually requires a higher budget than other strategies, there could be specific games that work with the present tool set.

Use of a witty character: humour is a great way to keep learners motivated. Using humorous characters that reflect familiar situations and personalities can arouse interest.

Making it visually compelling: It may be hard to make a course look like it was produced by 3D experts, but there are low-budget ways to make it aesthetically appealing. People are hard-wired for pictures, so using visuals to captivate the audience is beneficial, making it look as delightful as possible and taking advantage of what Idriss Aberkane labelled as the “mignonitude”, which is a strategy that entails using cute and delightful figures to attract the audience.

Brandon Stanley brought yet even more ways teachers use to make classrooms more enjoyable from Kelly’s University in the USA in 2018:

Relating the Lessons to Real-Life Scenarios: there are two ways to assigning an essay: giving general instructions, explaining the expectations, and waiting for the students to deliver the projects by the deadline; or giving them the instructions and explaining the expectations, but relating the assignment to the real world around them with concrete examples of how the topic can be relevant to their lives. The latter method has proven to be more effective. Connecting the assignment to their lives will be likely to take more ownership of it.

Gamifying the Educational Process: gamification can be a powerful aid. When looking for a way to keep students engaged, introducing a game in the classroom will help. Some illustrations of gamification: in science students can have a vocabulary contest by giving words of scientific concepts, and they will have to explain them. In history, playing a memory game will inspire them to remember the dates. In literature, storytelling games can help. Starting with the prompt, and each student will add a sentence and a short story through teamwork will be formed. In higher education, similar techniques can be used and adopted for older students. There are limitless opportunities for gamification. This concept makes teaching a lot more enjoyable even for the teachers themselves.

Taking It Outside: when teaching about something that can be seen outdoors, it is possible to move the class outside. It’s a simple strategy that never fails. The mere fact of being outside the classroom will make the students more relaxed, but more engaged at the same time.

Telling Anecdotes: anecdotes work as attention-grabbers, especially when they are humorous.

Making the Lessons Interactive: sometimes being more interactive can be the ticket to an effective lecture. Getting the students involved throughout the lesson will make sure they are paying attention. In addition, teachers had better couple this interaction with collaboration. This will build a sense of community between the learning group making them enjoy their classes together.

Letting Them Move: students have a strong aversion to being stuck. It is possible to divide students in teams and allow them to freely to stand up or move around the classroom to see what the other teams are doing. There is a lot of scientific evidence indicating that the brain learns better when we are physically active.

Teaching with Games: the academic education research community has begun to pay significant attention to the ways in which computer games might support learning. As commentators such as Gee, McFarlane and others have argued, computer games themselves might be seen as powerful educational tools. These researchers argue that as computer games are designed ‘to be learned’, they can provide models of good learning practices. It is also argued that by playing games young people are developing competencies that equip them to work and communicate

effectively in the 21st century. Increasingly today, we witness the emergence of new conferences and communities dedicated to the study of ‘serious games’ and bringing together representatives from research, practice, policy and industry sectors.

On the other hand, the experience of fun does not necessarily mean that it is an easy or comfortable experience. Barrett (2005) explored problem-based learning (PBL) and hard fun. Barrett’s central argument is that ‘*hard fun is an illuminative threshold concept for understanding learning in PBL*’ (2005, p113). He draws upon the work of Papert (1996) to suggest further that ‘*Learning can be fun because it is hard, challenging and stretches participant... The fun in hard fun is a fun with laughter, freedom, creativity and enjoyment*’. (Barrett, 2005, p. 114). For Papert, (1996) learning is not fun in spite of being hard, but because it is hard, showing that a certain amount of challenge to the student makes learning yet more fun. He defines hardness as a level of difficulty and that with a high level of activity learning can take on a ‘transformative nature’ and produce attitudinal change. ‘*Fun without hardness is frivolity; hardness without fun is drudgery*’ (Barrett, 2005, p. 121). The uniqueness of PBL is its focus on the power of student discourse in tutorials to depict to teachers how to both understand and practice PBL. It also provides strategies presented in ways that will enable teachers to choose and adapt the ones according to the context. The notion of hardness and challenge has also been applied to the concept of joy. Montuori (2008) views joy as a complex phenomenon and that it does not come easy. It arrives through hard work and requires psychological risk.

In an attitudinal study investigating the potential of humour in EFL classrooms, students considered humour as an effective pedagogical tool that can increase their attentiveness, attention span, confidence in English language classrooms, and teacher-student solidarity as well. The teaching process can be supported by humour, because it has the potential to humanize, illustrate, defuse, encourage, reduce anxiety, and simply keep attention of the learners. (S.E. Torok, R.F. McMorris, W. Chi Lin, p. 14-20, 2004) Humour, then, represents yet another useful tool for inculcating enjoyment and improving the experience of learners in general.

1.6. Negative Emotions’ Effect on Learning

In a way, there is no denying that negative emotions have a role to play when it comes to learning. These emotions represent indicators for bad experiences. They help in recognizing and learning from a situation that caused them to appear. The feeling of remorse for example or guilt leads to the understanding that the process which led to this certain mental state was a mistake and, consequently, to avoiding repeating it. This is an example of learning in its raw state, one which happens naturally along the entirety of an individual’s life. However, is it a type of learning that can be taken advantage of in an academic setting?

Evidently, generating a feeling of guilt or remorse in students can be perceived as unethical and seen as psychological disturbance. This will lead to a very complex and fatal chain reaction to students’ learning. As the teacher is associated to the unpleasant feeling, students will begin to feel contempt and, according to Robert Plutchik’s emotional modal, which links contempt with boredom, they will lose interest in that particular class (Trigwell, 2012). Nevertheless, classroom experiments about other negative emotions, such as anger, show various conclusions.

Negative emotions improve the learning experience when it comes to: promoting communication and response (Sutton & Wheatley, 2003; Kimura, 2010), stimulating to follow classroom rules (Sutton & Wheatley, 2003), motivating to overcome (Sutton & Wheatley, 2003). But, on the other hand, they may cause certain harm to the learning experience. The range of effect could be as follows: increases disruption and levels of misbehaviour (Sutton & Wheatley, 2003), may interfere with the emotional development (Morris et al., 2013), offers less support (Frenzel et al., 2011), provides a lower academic performance (Beilock et al., 2010), results in lower quality education (Eysenck & Calvo, 1992; Frenzel et al., 2011; Trigwell, 2012; Saunders, 2013), alters girls' gender ability beliefs (Beilock et al., 2010), reduces engagement in learning (Trigwell, 2012), produces more negative evaluations from the teacher (Brackett et al., 2013), may cause anxiety (Becker et al., 2014)

A recent study reported that negative learning-centred state (confusion) improves learning because of an increased focus of attention on learning material that leads to higher performances on post tests and transfer tests (D'Mello et al., 2014). Confusion is not an emotion but a cognitive disequilibrium state induced by contradictory data. A confused student might be frustrated with their poor understanding of subject matter. Hence, motivated students who respond to their confusion seek new understanding through additional cognitive work. Further clarification of this enhances learning. Moreover, stress, a negative emotional state, has also been reported to facilitate and/or impair both learning and memory, depending on intensity and duration (Vogel and Schwabe, 2016). More specifically, mild and acute stress facilitates learning and cognitive performance, while excess and chronic stress impairs learning and is detrimental to memory performance. In other words, stimulating positive stress may be essential for an optimised performance from students. Many other negative consequences attend owing to overactivity of the hypothalamic-pituitary-adrenal axis, which results in both impaired synaptic plasticity and learning ability (Joëls et al., 2004).

Numerous studies have reported that the amygdala and hippocampus are synergistically activated during memory encoding to form a LTM of emotional information, that is associated with better retention (McGaugh et al., 1996; Richter-Levin and Akirav, 2000; Richardson et al., 2004). More importantly, these studies (fear-related learning) strongly suggest that the amygdala's involvement in emotional processing strengthens the memory network by modulating memory consolidation; thus, emotional content is remembered better than neutral content.

1.7. Conclusion

At first, the literature tries to link between emotions, enjoyment and learning while providing an understanding of what is meant by enjoyment in this research. Then, it attempts to prove that enjoying learning is a stepping stone for student performance and shows the benefits it can engender for their progress. To this end, evidence from neurology along with insights from experts in educational sciences was gathered. Later, literature about how to make classes more enjoyable was amassed to arrange a footing for the methodological part of the research. Finally, a picture of negative emotions' impact on learning is drawn to conclude the literature review.

Chapter Two: Research Methodology

2. Introduction

After peeking into insights about enjoyment in learning through the literature review, the present chapter attempts to provide a detailed description of the procedures for conducting the research. It encompasses a description of the tools used for data collection and discusses each of them thoroughly. The chapter also delves into the context in which the procedures are carried out along with the selected study case and the justification behind choosing it as well. It will then highlight the strengths and deficiencies of the approaches and methods undertaken during the practical portion of the research.

2.1. Scientific Research Methodology

Scientific research is a cornerstone for improvement in education. It represents a way to objectively and effectively find new ideas, find out truths, fill gaps in knowledge, come up with solutions, debunk hypotheses and theories and generally find out answers to questions. As Charles F. Kettering says: *research means that you don't know, but are willing to find out* (nd.). Every bit of research has to be systematic following a certain methodology in order to be approved. The methodology helps in framing the research and organizing it in a conventional way. It provides a scheme for obtaining, analysing and interpreting data as mentioned in the UNESCO definition of scientific research. Research can be visualized and perceived as painstaking methodical efforts to examine, investigate as well as restructure the realities, theories and applications. Research methods reflect the approach to tackling the research problem. Depending upon the need, research method could be either an amalgam of both qualitative and quantitative or qualitative or quantitative independently. By adopting qualitative methodology, a prospective researcher is going to fine-tune the pre-conceived notions as well as extrapolate the thought process, analysing and estimating the issues from an in-depth perspective. This could be carried out by one-to-one interviews or by questionnaires. Observational methods are, sometimes, supplemental means for corroborating research findings.

Buckley and Chiang define research methodology as *“a strategy or architectural design by which the researcher maps out an approach to problem-finding or problem-solving.”* The research methodology chapter describes research methods, approaches and designs in detail and highlights those that are used throughout the study while justifying the choices through describing advantages and disadvantages of each approach and design, taking into account their practical applicability to the research. All scientific investigations begin with specific research questions and the formulation of hypotheses to answer these questions. The hypotheses should be clear, specific, and directly aimed to answer the research questions. A strong and testable hypothesis is the fundamental part of the scientific research. The next step is testing the hypotheses using a scientific method to approve it or disapprove it (Noro Psikiyatr Ars. 2017, p. 97–98). In order to test the hypotheses, a number of tools for data collection come in handy to facilitate the process of gathering information before treating it. Therefore, the tools chosen

and how they are used need be adequate for the nature of inquiry undertaken in the research. This process of amassing information represents the essence of the methodological part of research.

2.2. Why Infuse Enjoyment in Classes

As established in the literature review, enjoyment can have a considerable impact on learning in class. Inculcating it can have several benefits from which we enumerate:

- ❖ Many studies confirm that emotions play an important role in learning, influencing a range of cognitive processes, such as attention, memory storage, retrieval and problem solving. Thus, enjoyment, being the most frequently occurring activating positive learning emotion in school, has to be taken advantage of.
- ❖ It enhances spontaneity and creativity of the learners.
- ❖ It is paramount in the eyes of the learners. Some of them even see it as more important than academic achievement.
- ❖ It is required for authentic learning and long-term memory.
- ❖ Lack of enjoyment is implied to be a cause of failure to learn.
- ❖ It aids engagement and persistence.
- ❖ Students would spend more time and attention, therefore be more productive, when carrying out a more enjoyable procedure.
- ❖ Experiencing positive emotions such as fun and enjoyment is linked with successful learning and self-perception of increased well-being, thus, contributing to good quality education. These three outcomes are also linked with achievement of competence, increased learner autonomy, improved relatedness with others, intrinsic motivation and goal achievement.

2.3. Description of the Approaches

Allan and Randy (2005) insist that when conducting a research, methodology should meet the following two criteria. Firstly, it should be made possible to replicate the methodology used in other researches of the same nature. Secondly, the methodology should be the most appropriate to achieve objectives of the research. In our case, an inductive research approach was adopted in order to remedy the issues tackled in the research questions. According to this approach, researchers begin with specific observations, which are used to produce generalized theories and conclusions drawn from the research. The reasons for occupying the inductive approach were that it takes into account the context where research effort is active, while it is also most appropriate for small samples that produce qualitative data. However, the main weakness of the inductive approach is that it produces generalized theories and conclusions based only on a small number of observations, thereby the reliability of research results being under question (Denzin & Lincoln, 2005). Therefore, a descriptive method was coupled with an inductive one in this research. Descriptive research involves the description, recording, analysis and interpretation of situations in which an issue is perceived. It is the composition or processes of phenomena which focus on prevailing conditions, or how a person, group or thing behaves or functions in a certain context. It often involves a type of comparison or contrast. In other words, descriptive research can be defined as a purposive process of gathering,

analysing, classifying and tabulating data about prevailing conditions, practices, beliefs, processes, trends and cause/effect relationships and then making adequate and accurate interpretations about such data with or without the aid of statistical methods (Calderon, 2012). In addition to the ‘what’, this research also delves into the ‘why’ of the rationale in order to find patches for the situation studied here and provide another layer of significance to the whole.

The Methodology for Interdisciplinary Research (MIR) proposed by Hilde Tobi and Jarl K. Kampen frames precisely the steps of the methodology we adhered to. Even though the design was schemed for the purpose of interdisciplinary research, it provided an agenda in which the different parts of the design were carefully thought through before their execution. The figure below represents a thorough representation of the design.

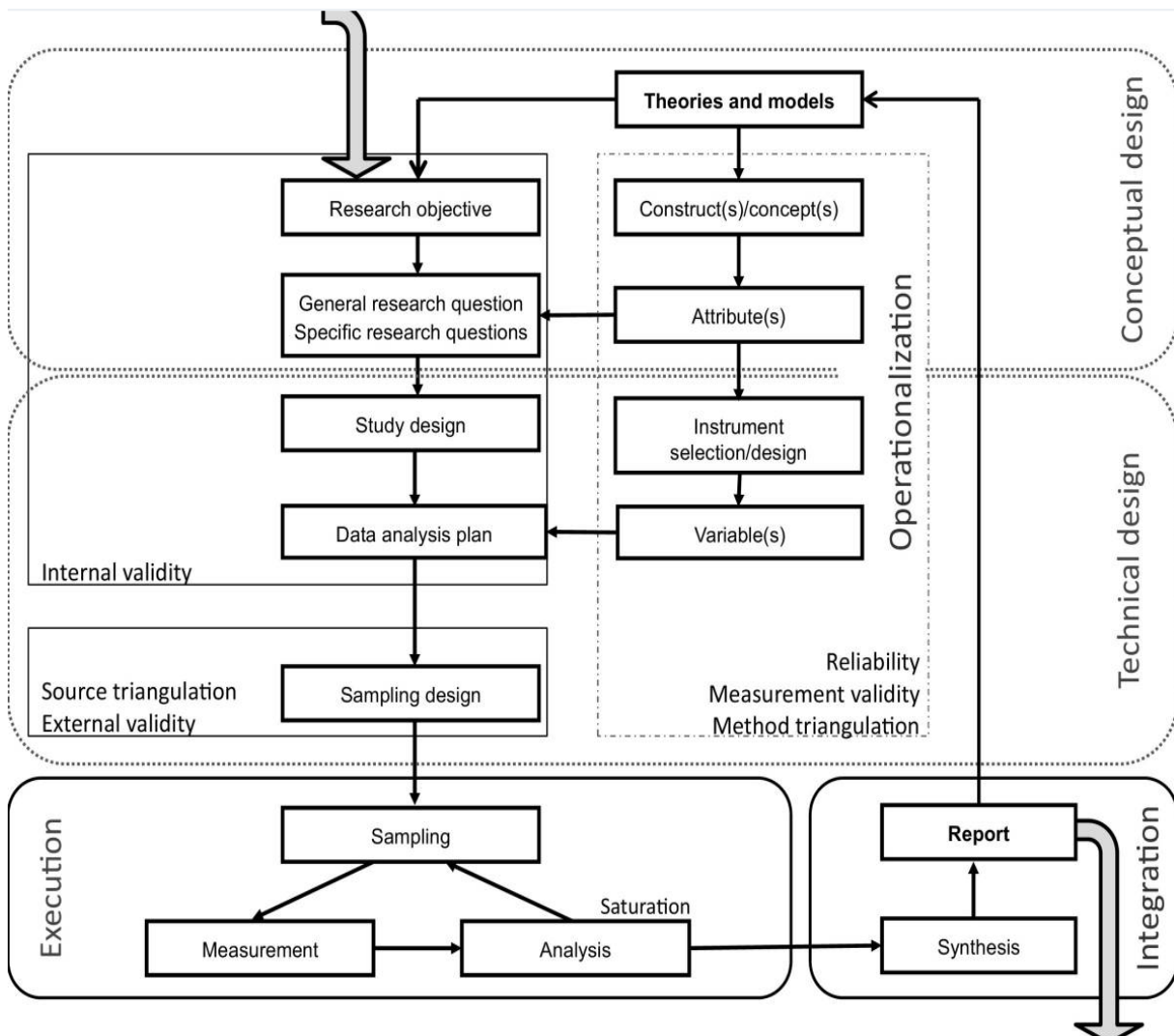


Figure 2.3: The Methodology of Interdisciplinary Research Framework.

First, the researcher discusses the conceptual design of the study which contains the ‘why’ and ‘what’ of the research. Second, the technical design of the study which contains the ‘how’ of the research is thought through. Only after the complete research design is sufficiently crystalized, the execution of the work, including fieldwork, starts. Then, when all evidence is collected, a synthesis of analyses follows which conclusions are input for the final report. This

implies that the MIR framework allows for a range of research projects and not only interdisciplinary ones. The beset research questions are leading in decisions on the data collection set-up. Ergo, decisions about the way data is collected, e.g., by means of certified instruments, observation, interviews, questionnaires, queries on existing data bases, or a combination of these are to be made. Meaning that the tools used for amassing information need be appropriate for answering the research questions and verifying its hypotheses. The data analysis plan for each tool has to be thought of before undertaking the actual data collection. It describes how data will be used, for each of the separate tools and for the project at large. The data analysis plan must describe how the input from the separate modules, i.e. different analyses, will be synthesized to answer the overall research question. That is why it is preferable to have sections for each tool to answer to. In case of mixed methods research, the particular type of mixed methods design chosen describes how, when, and to what extent the researcher will synthesize the results. Unfortunately, in scientific research, when some of the research tools rely on a qualitative approach, researchers tend to refrain from designing a data analysis plan before starting the field work. While absence of a data analysis plan may be regarded acceptable in fields that rely exclusively on qualitative research (e.g., ethnography), failure to communicate how data will be analysed and what potential evidence will be produced posits a deathblow to reliability and validity. For many researchers not familiar with qualitative research, the black box presented as “qualitative data analysis” is a big hurdle, and a transparent and systematic plan is a sine qua non for any scientific endeavour. The absence of a data analysis plan for all the tools results in an absence of relevant syntheses of perspectives from the participants involved, and in separate chapters in the research report devoid of an answer to the overall research question. So, although researchers may find it hard to prepare the data analysis plan for qualitative data beforehand, it is pivotal in the significance of the scientific research.

2.4. Linking the Theoretical with the Practical

O’Leary (2004, p.85) describes methodology as the framework which is associated with a particular set of paradigmatic assumptions that we use to conduct our research. The research method, moving from the definitions of enjoyment given and the teachers’ part in making classrooms more enjoyable, had to cater for the theoretical background set by the first chapter in order to be as relevant and valid as possible. Through the activities the students undertake, the process established by the teachers, interacting with others, humour, achieving, their emotions, their well-being and personal benefits, an assessment of the aspects that shape enjoyment in classrooms is conducted. As taken from the literature review, the constructs moulding well-being represent a compulsory step that clears the deck for enjoyment in the classroom. they encompass:

- a) a loss of self-consciousness through absorption. (the state of flow)
- b) a sense of cognitive, physical or social control. (learner autonomy and choice [SDT])
- c) capacities are challenged while not negating control. (students are stimulated by difficulty)
- d) an accumulation of forms of social or quasi-economic capital. (learners securing personal benefit)

Connie Malamed, Brandon Stanley, Idriss Aberkane and Janelle Cox proposed a wide array of strategies to be used in the classroom that make it more fun. These will be taken advantage of in the data collection. When observing whether the classes are enjoyable or not, how often these strategies were used is jotted down. This, along with much of what was included in the literature review, may provide a certain parameter for enjoyment in learning.

Observation is based on Hagenauer's five components of the multidimensional construct of enjoyment of learning. These components cover affective, motivational, cognitive, physiological, and expressive factors. The expressive construct is easily analysed using Paul Ekman's universal expressions. Also, the general atmosphere in class gives an indicator on whether learners are engaged or not.

In order to gather information, it is necessary to use three different data collection tools for triangulation. Triangulation is defined as the use of multiple methods mainly qualitative and quantitative methods in studying the same phenomenon (Jick, 1979) for the purpose of increasing study validity and reliability. The use of multiple data collection tools strengthens the credibility of the research as well. First, the questionnaire is used to amass much information from a wide range of students for a more inclusive framework. A quantitative tool was necessary to come up with precise statistics on which the research can hold itself accountable. Secondly, Interviews were conducted with teachers. The use of interviews was compulsory to broaden insights on what could be done to make classrooms more enjoyable. Its purpose is also to show the challenges teachers may face when trying to inculcate enjoyment in their courses and how responsive the learners were to them. In addition, it discusses whether teachers, in general, overlook enjoyment when it comes to the teaching learning process. The use of interviews also allowed for non-planned for discussions to take place, therefore, gathering even more information than intended.

Some characteristics of enjoyment proposed in the literature review are examined through the data collection tools to confirm whether the learners were really enjoying their classes and to examine which of the characteristics is lacking. They comprise:

- 1) valence/ hedonic tone (pleasure or non-pleasure)
- 2) arousal (stimulating)
- 3) satisfaction (gap between expectation and results)
- 4) belonging (communal relations)

However, as brought up in the literature review, the Stage-Environment-Fit Theory (SEF) makes the construct 'd' very challenging to pamper. It is an aspect the teacher has no control over because it is a phenomenon provoked by a mismatch between opportunities afforded by the scholastic environment and the needs of the learners. A teacher simply cannot provide job opportunities for all his students for example, it is an occurrence outside the teachers' reach.

2.5. Context of the Study

The research is conducted at the university of Abdelhamid Ibn Badis in Mostaganem on first-year Master students of Didactics and Foreign Languages during the academic year 2019/2020. The nature of the research topic and its complexity required the choice of a mature case study for the enquiry which, in its turn, brought us to master students of English. Therefore, the collaboration of both students and teachers added important data for the improvement of the situation of learners' enjoyment in classrooms today.

2.6. Respondents of the Study

After securing permission, we selected to study the first-year master students of Didactics and Foreign Languages of English at the university of Abdelhamid Ibn Badis in Mostaganem. This choice is due to the full cooperation we received from the English Language Department and from the students' part as well. The learners were mature enough to do us the favour of collaborating in a serious manner and expanded extra efforts to help with the research and showed a will to help improve the learning experience. In addition, they are familiar with didactics and have more than three years' experience of learning at the university level, meaning that they are capable of understanding the aims behind the research processes that they participate in, adding to the reliability of data.

2.7. Data Collection Instruments

2.7.1. The questionnaire

The questionnaire proves to be an effective tool for both a quantitative and qualitative data collection because it includes both open and closed questions. Highly structured, closed questions are useful in that they can generate frequencies of response amenable to statistical treatment and analysis. They also enable comparisons to be made across groups in the sample (Oppenheim, p.115, 1992). Where rich and personal data is sought, then a word-based qualitative approach might be more suitable. Dichotomous questions; multiple choice questions; rating scales; and open-ended questions were all included in the questionnaire. Closed questions (dichotomous, multiple choice and rating scales) are quick to complete and straightforward to code (e.g. for computer analysis), and do not discriminate unduly on the basis of how articulate the respondents are (Wilson and McLean, p.21, 1994). Whereas open questions enable respondents to write a free response in their own terms, to explain and qualify their responses and avoid the limitations of pre-set categories of response. The questionnaire provides, in a quick and efficient manner, insights on student psyche and how they typically feel inside the classroom along with other useful data on enjoyment of learning. The choice for a questionnaire was made because of how it can facilitate collecting large amounts of information in a short period of time. It also does not take much effort to use and is cheap.

2.7.1.1. Description of the Questionnaire:

Starting from a questionnaire distributed to students, questions about their enjoyment in the classroom, how they feel, to what extent they are immersed in the classroom, the constructs and characteristics of enjoyment and to what magnitude can enjoyment facilitate learning. It

also includes student views on what can make these classes enjoyable. Furthermore, it brings forward suggestions from the learners about what could be done to remedy the situation of boredom in class, if they even think learning should be enjoyable and what can make classes sneered. Lastly, it investigates whether enjoyment is linked to accomplishment, and examines the aspects and characteristics of enjoyment in the classroom. The questionnaire was planned according to the constructs of well-being, the characteristics of enjoyment, its components along with its criteria and divided into five sections where each one has a clear-cut purpose to tend to. In addition, the questions included demonstrate that the whole questionnaire was intended for the improvement of the students' learning experience. Preceding the sections were short, clear instructions on how to answer the questions. There were open-ended questions with multiple choice answer options for a quantitative data collection, and open-ended questions for a more qualitative gathering of information. The wording of the questionnaire was carefully thought through and a few adjustments were made on it during the pre-testing and before being distributed to the case study. The students answered the questions anonymously, therefore avoiding bias, fear or shaming teachers in their answers. It was distributed to twenty-four students after they finished their course about pragmatics, in which the teacher was very welcoming, and twenty-one of them answered it fully during our presence for any clarifications needed. It is important to note that none of them were forced to answer the questionnaire and that each one of them was free to either answer or not.

2.7.1.2. The Questions from the Questionnaire

Section 1: inquiring into students' enjoyment in class.

- 1) Question 1: To have insight on the primary motivational throttle of the learners.
- 2) Question 2: For demonstrating statistics on students' boredom in class.
- 3) Question 3: To examine whether students enjoy their classes in general.
- 4) Question 5: To investigate the correlation between learners' boredom and courses being sneered.

Section 2: examining the four criteria necessary for enjoyment in class.

- 1) Question 6: To examine the degree of student immersion in the subject matter.
- 2) Question 7: To investigate the extent of learners' autonomy in the classroom.
- 3) Question 8: Prospecting whether the learners' thoughts are provoked in class.
- 4) Question 9: to see if learners are securing any type of personal benefit for their future.

Section 3: investigating the aspects that construct enjoyment.

- 1) Question 10: To review learners' engagement in the course.
- 2) Question 11: To examine communal relations that provide a sense of belonging.
- 3) Question 12: To identify whether learners are being themselves and maintain their self-concept.
- 4) Question 13: Aims at investigating learner valence about studies.
- 5) Question 14: To probe the gap between expectation and results.

Section 4: investigating to what extent can enjoyment facilitate learning.

- 1) Question 15: To recognize which courses learners typically enjoy and secure a first observational environment for conducting the research observation, and have insight on learners' views about what makes it enjoyable for them.
- 2) Question 16: For an understanding of the correspondence between enjoyment and student performance, along with their vista on why they perform better or do not in these subjects that they enjoy.

Section 5: teachers' implication in making classes more enjoyable.

- 1) Question 17: To peek into teachers' observational capabilities and care.
- 2) Question 18: In order to target a second observational environment for conducting the research observation.
- 3) Question 19: for a better understanding of the culprit in the research rationale.
- 4) Question 20: For gathering data about why learners show more enthusiasm (or less) when it comes to leisure than they do about studies.

By the end, students were asked to provide any additional ideas, comments or thoughts about what can be done in a classroom to make it more enjoyable.

2.7.2. The Interview

Qualitative research methodology is considered to be suitable when the researcher or the investigator either investigates a new field of study or intends to ascertain and theorize prominent issues, Corbin J and Strauss A assured in 2008. Interviews enable participants, either interviewers or interviewees, to discuss their interpretations of the world in which they live, and to express how they regard situations from their own point of view. As a main qualitative data collection, the choice of an interview was an evident one. The interview was semi-structured as it is guided by questions in order to have an insight on the central issues of the research, but is not limited to them as further detail could be accumulated. Semi-structured interviews are those in-depth interviews where the respondents have to answer pre-set open-ended questions, which is why they are widely employed by different professionals of various disciplines in their research. Semi-structured, in-depth interviews are utilized extensively as interviewing format possibly with an individual or sometimes even with a group. These types of interviews are conducted once only, with an individual or with a group and generally cover the duration of 30 min to more than an hour. Exploratory interviews (Oppenheim, 1992:65) are designed to be essentially heuristic and seek to develop hypotheses rather than to collect facts and numbers. As these frequently cover emotionally loaded topics, they require skill on the part of the interviewer to handle the interview situation, enabling respondents to talk freely and emotionally and to have candour, richness, depth, authenticity, honesty about their experiences. To achieve optimum use of interview time, interview guides serve the useful purpose of exploring many respondents more systematically and comprehensively as well as to keep the interview focused on the desired line of action (Dicicco-Bloom B, 2006). In such topic where ways of teaching are concerned, it is compulsory to include views, opinions and thoughts from different teachers. Moreover, in this type of data collection, the researcher has direct control over the flow of process and has a chance to clarify certain issues during the process if needed. In addition, it helps the accountability of the research since the qualitative interview is a type of framework in which the practices and standards are not only recorded, but also achieved, challenged as well as reinforced (Oakley, 1998). In order to have the interview data captured

more effectively, recording of the interviews is considered an appropriate choice but sometimes a matter of controversy among the researcher and the respondent. Hand written notes during the interview are relatively unreliable, and the researcher might miss some key points. The recording of the interview makes it easier for the researcher to focus on the interview content and the verbal prompts, thus enabling the transcriptionist to generate “verbatim transcript” of the interview.

2.7.2.1 Description of the Interview:

An interview was designed for teachers to provide insights on enjoyment of learning in EFL classes. It was targeted to the teachers in order to take advantage of their experience in the field of teaching and gather information about enjoyment in general and what could be done in class to make it more enjoyable. The interviewer is free to modify the sequence of questions, change the wording, explain them or add to them. The researcher is aware of what he does not know and therefore is in a position to frame questions. However, non-standardized, personalized information about how individuals view the issue tackled is important, which is why the session veers towards qualitative, open-ended, unstructured interviewing. As Kvale (1996, p.88) suggests, the ‘why’ and ‘what’ of the investigation should be clarified before the question of ‘how’ is posed. Preparing the interview material for analysis, which commonly includes a transcription from oral speech to written text. The researcher adopted an indirect approach by asking for the respondent’s views on education in general and the ways schools function. From the answers proffered, the interviewer could make inferences about the teacher’s opinions concerning her/his own job. Tuckman suggests that by making the purpose of questions less obvious, the indirect approach is more likely to produce frank and open responses (1972). He advanced a thorough description of how a researcher conducts himself during the interviews itself saying that: *“At the meeting, the interviewer should brief the respondent as to the nature or purpose of the interview (being as candid as possible without biasing responses) and attempt to make the respondent feel at ease. He should explain the manner in which he will be recording responses, and if he plans to tape record, he should get the respondent’s assent. At all times, an interviewer must remember that he is a data collection instrument and try not to let his own biases, opinions, or curiosity affect his behaviour. It is important that the interviewer should not deviate from his format and interview schedule although many schedules will permit some flexibility in choice of questions. The respondent should be kept from rambling away from the essence of a question, but not at the sacrifice of courtesy.”* (Tuckman, 1972). All these procedures were taken into consideration, and even before the start of the briefing, each interviewee was left with the questions for some time in order to think through them comfortably and elucidate his thoughts on the matters proposed. Of course, due to the Covid-19 outbreak, conducting face to face interviews proved to be impossible. Therefore, recorded telephone calls were put in place as an interviewing method.

2.7.2.2. The Questions from the Interview

Section 1: What teachers can do to inculcate enjoyment in classrooms:

- 1) Do you think enjoyment is important in class? Why?
- 2) Why do you think students are sometimes uninterested in some courses?

- 3) What would you do if you noticed that your students are not immersed in the lesson?
- 4) How do you think teachers can plan for fun lessons?
- 5) What kind of strategies would you infuse in your courses for enjoyment? (examples)

Section 2: Does enjoyment facilitate learning in class?

- 1) In your opinion, how can enjoyment facilitate learning? (Engagement, interaction, spontaneity, memory, understanding...)
- 2) Can it hinder learning? how?
- 3) Can enjoyment help the understanding of the courses?
- 4) What difficulties would you face when trying to make the classroom more enjoyable?

Section 3: Investigating the aspects of enjoyment:

- 1) How often do you group the students? Why?
- 2) How much control or choice would you present to students over how your course is conducted? Why?
- 3) Are students able to be themselves in the classroom? (freedom and self-image)
- 4) Do you have any social media for a particular class to share extracurricular or any kind of information?
- 5) Do you try to show passion, enthusiasm, positivity or any other positive emotion during class?
- 6) Do you think inciting negative emotions (such as anger or fear) can be helpful for learning? How?

2.7.3. The Observation

Observation is a type of qualitative research method which not only includes the observation of participants, but also covers ethnography and research work in the field. In the observational research design, multiple study sites are involved. With the observational method (sometimes referred to as field observation) animal or human behaviour is closely observed for amassing information that can later prove useful for interpretation and analysis. The method is a powerful tool for gaining insight into situations. There are two main categories of the observational method: naturalistic observation and laboratory observation. In this paper, naturalistic observation prevailed as students are to be examined in their habitual classroom settings. It is about fragmenting the observed into minute chunks that can subsequently be aggregated into a variable. Observational data can be integrated as auxiliary or confirmatory research. That is why it was coupled with more data collection tools; it cannot stand on its own as a reliable source of information (Gray DE, 2009). In the structured observation, there is a risk that observations will be selective, but the effects of this can, again, be attenuated by triangulation. The recording of observations also represents a frequent source of concern to inexperienced case study researchers. How much ought to be recorded? In what form should the recordings be made? What does one do with the mass of recorded data? All these embody issues that have to be planned for in advance, before undertaking the actual field observation of the classroom.

2.7.3.1 Description of the Observation:

A checklist was crafted for an effective classroom observation as a main inductive research method. The checklist made for a highly structured observation determining in advance what it is looking for (i.e. pre-ordinate observation) and will have its observation categories worked out in advance. The observation is to be conducted on both teachers and students in two different courses in order to form an analogical framework for further analysis and interpretation. These two courses were different in terms of enjoyment from the part of the students, which determines the variable central to our research. For a most effective data collection, the recording of the observation occurs in real-time through writing, a checklist was crafted in order to only record what is relevant and to avoid missing out on the important points, the notes are to be adequate enough to summon up, after long periods of time, a reasonably vivid picture of any described event, as Lofland (1971) suggests. The observer adopts a passive, non-intrusive role, merely noting down the incidence of the factors being studied. He enables the gathering of data on the physical setting (e.g. the physical environment and its organization); the human setting (e.g. the organization of people, the characteristics and composition of the groups or individuals being observed, for instance gender, class); the interactional setting (e.g. the interactions that are taking place, formal, informal, planned, unplanned, verbal, non-verbal etc.); the programme setting (e.g. the resources and their organization, pedagogic styles, curricula and their organization) (Morrison, 1993, p.80). However, the Covid-19 outbreak did not allow for the classroom observations to take place since there were no studies taking place in the target setting. As a result, a few observations from two unplanned sessions were taken into consideration instead.

2.7.3.2. The Observation Checklist

Examining the teachers:

- 1) Seeing whether the teacher indeed gives importance to enjoyment in his course
- 2) Identifying whether they are familiar with some of the strategies that reinforce students' enjoyment and employ them.
- 3) To perceive which barriers encumber the teachers when trying to make classrooms more enjoyable.
- 4) Jotting down the strategies teachers typically use for making the classroom more enjoyable.

Examining the learners:

- 1) Seeing the degree of susceptibility of students to the enjoyment strategies utilized.
- 2) Observing how incited students are by the course and if it serves their interests.
- 3) Inspecting to which extent students are immersed in class.
- 4) Examining the factors of the learning environment that establish learner autonomy and enables them to form communal relations in class, and accounting for the teacher traits, the students' behaviours along with their personalities and amount of inhibition in class.
- 5) Looking into the amount of control the teachers empower their students with when it comes to how the courses are conducted, along with investigating the leverage that accreditation has over the learning experience.

- 6) Examining whether the four critical basic needs are nursed during learning in class including the pleasure or non-pleasure of students, how stimulated and how satisfied they are, and if there are communal relationships between all individuals in class.
- 7) Seeing whether any negative emotions such as sadness, anger, fear or other were incited during the course.
- 8) Contemplating over how negative emotions improved the learning experience through discipline, order, attention or other.

2.8. Limitations in Methodology

There are two serious problems with case studies — expectancy effects and atypical individuals. Expectancy effects include the experimenter's underlying biases that might affect the actions taken while conducting research. These biases can lead to misrepresenting participants' descriptions. Concerning describing atypical individuals, it may lead to poor generalizations and detract from external validity.

The observer is usually considered a neutral outsider when reading a standardized measurement instrument (e.g., a pyranometer to measure incoming solar radiation). In contrast, in the social sciences, the observer may be (part of) the measurement instrument, for example in participant observation or when doing in-depth interviews. That is where bias can harm the validity of research, the observer has to take notes with complete objectivity without taking any position or be guided by expectations. To be as neutral as a barometer would be the goal here.

Not all students answered or understood all of the questions in the questionnaire. Even with our presence during their filling of the questionnaires, a minority of them preferred not to answer some questions whereas others' answers did not align with the question's aims. These answers were then taken as unreliable and are not included in the findings and statistics.

The inability to conduct an experiment. At first, the research was planned to orbit around an experiment where the researcher plays with the singular variable of enjoyment. The experiment is conducted on two different groups where one is introduced with a lesson in a fun enjoyable way and the other is not, resulting in a rather mundane class. That is in order to evoke the effects of enjoyment in the classroom. However, the lack of teaching experience from the part of the researcher and the inability to get permission from the department or teachers to carry on with the experiment led to its cancellation. As a retort, one enjoyable class and another tame one, in consonance with students' opinions, were set for observation.

A paramount step for the success of any scientific research is overlooked. Regardless of the thesis' strength, some deficiencies, however minor, will arise during the practical execution of the work. The said execution of the work cannot take place due to the educational system not providing chances for experimental work on samples. As a result, the report and syntheses of the research are taken as they are; without practical trial, review, testing and evaluation. Consequently, those minor deficiencies remain inconspicuous and unremedied.

2.9. Advantages in Methodology

Demand Characteristics are avoided. The biggest advantage of the naturalistic method of research is that researchers view participants in their habitual environments. This leads to greater ecological validity than laboratory observation. In a more contextual explanation, students are to be observed during their normal usual setting in class without any kind of change, which advocates a preference to conduct an observation instead of an experiment. This assumes unchanged behaviour from the part of the actors in the classroom with them going through their habitual course without attempting to satisfy research aims or needs in any way. They do not conform to known expectancies since they are unaware of them. Demand Characteristics is a term used in Cognitive Psychology to denote the situation where the results of an experiment are biased because the experimenters' expectancies regarding the performance of the participants on a particular task create an implicit demand for the participants to perform as expected. (The Glossary of Human Computer Interaction)

The researcher is given the opportunity to look at the situation in its original place rather than at second hand (Patton, 1990, p.203). This enables researchers to understand the context of programmes, to be open-ended and inductive, to see things that might otherwise be unconsciously missed, to discover things that participants might not freely talk about in interview situations, to move beyond perception-based data (e.g. opinions in interviews), and to access personal knowledge.

2.10. Conclusion

This chapter attempted to depict the research methodology followed for conducting the study, the context in which the investigation took place, and the participants that took part in the fulfilment of the research work. Concerning the data collection instruments, a triangulation framework lead this research by way of a classroom observation, students' questionnaire, and interviews with teachers of EFL at the university level to accumulate miscellaneous data, even though, the observation was compromised by the Covid-19 epidemic and only the temporary generalizations for hypotheses formulation were put in place by impromptu inquiries. These lead us to the coming chapter which delivers analysis of the gathered data, discussion of the findings, and a few recommendations.

Analysis and Recommendations

3. Introduction

To have a thorough picture of the research topic and its purpose, a literature review on enjoyment and learning was arranged in the first chapter. It was then followed by the presentation and description of the various tools that were used to collect data in the succeeding chapter. The current chapter is concerned with the analysis and the discussion of the obtained data through the former chapter's development to answer the previously stated research questions. Finally, some suggestions and recommendations will be bestowed by the end of this chapter.

3.1. Data Analysis

After collecting data from the impromptu classroom observation and the responses provided by the informants including first year master students of Didactics of Foreign Languages and some teachers through a questionnaire and interviews, we attempt now to analyse this data and discuss it while highlighting the several shortcomings and limitations that were encountered along the current study. Alas, data analysis will only cover the most important questions relevant directly to the research questions in order to validate or invalidate our hypotheses and be most effective in doing so.

3.1.1. Analysis of the questionnaire

It is paramount to discuss and analyse the responses that were collected directly from students through a questionnaire which incorporated their feelings, attitudes and opinions about their learning journey at the university level. It aims at discovering whether they find that enjoying learning in class is helpful (or not) for enhancing their performances, if they do in fact enjoy their courses and, finally, their input on how teachers can ameliorate this aspect of the atmosphere in class. As stated earlier, we have chosen all of the important questions to be analysed; we will report the relevant comments students provided to answer the research questions. To this end, the obtained answers are categorised into five main elements, as the questionnaire was framed, that are closely related to our hypotheses. It has to be noted that some students did not answer all questions and others answered ambiguously due to their misunderstanding of the question, these answers were not included during the analysis and interpretations, which may ultimately leave the results unaffected.

❖ Enquiring into Students' Enjoyment in Class

To this aim, four questions belonging to the first section of the questionnaire are to be analysed.

- The first question attempts to have insight on the primary motivational throttle of the learners. Some answers are listed as follows:

“My parents and free time”

“To have my degree”

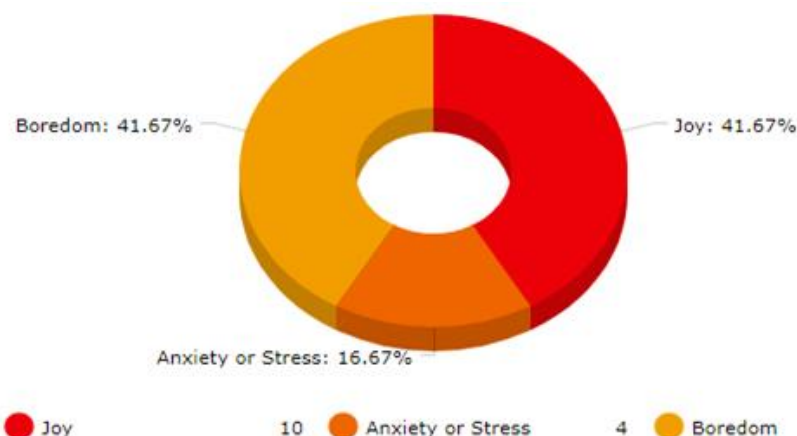
“To find work later”

“To develop skills”

“For pleasure” but the same learner later admitted the he does not enjoy classes.

Most learners, nonetheless, mentioned that they are studying to get their degrees and find a job.

- The second question’s goal is to demonstrate statistics on students’ boredom in the classroom. The donut chart below displays the students’ answers.



Graph 3.1. The Dominating Student Feeling During Class

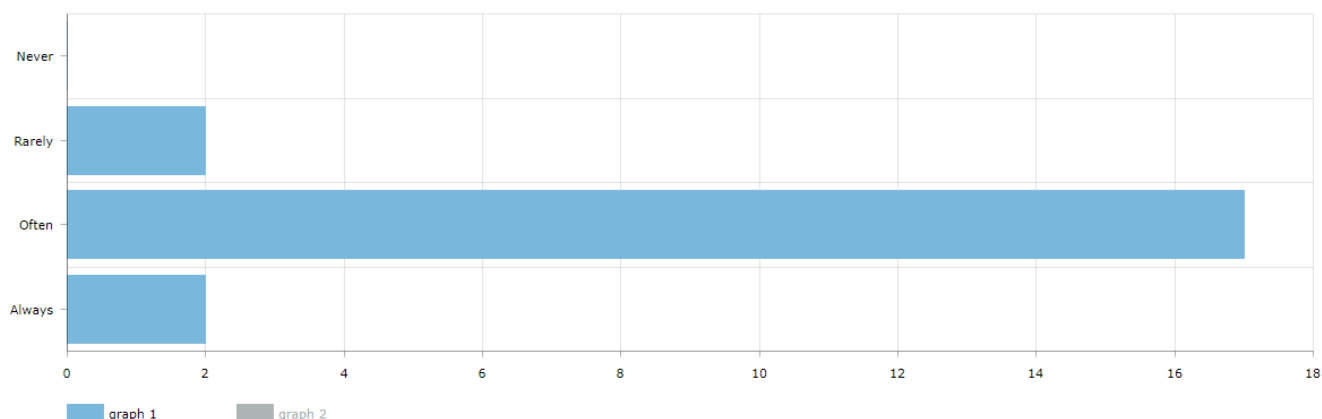
It is noticeable that the ratio of bored learners is at an alarming estimate of 41.67%. Which is equal to the ratio of feelings of joy from the students, also standing at 41.67%, and anxiety and stress at 16.67%. It is important to note that some students checked more than one answer. These learners mentioned that “*it sometimes takes both joy and boredom*” or “*both joy and stress*”.

- The third question aims to note whether students, in their opinion, enjoy their classes in general. 71.43% of them answered that they are enjoying their lectures for the most part, the other 28.57% say that they do not.
- The fourth one investigates the correlation between learners’ boredom and courses being sneered. 85.71% say that they usually dislike subjects in which they find themselves bored. The remaining 14.29% answered that they do not dislike these subjects.

❖ Examining the Four Criteria Necessary for Enjoyment in Class

To this end, four other questions come in hand to determine which of the criteria is lacking in the classroom.

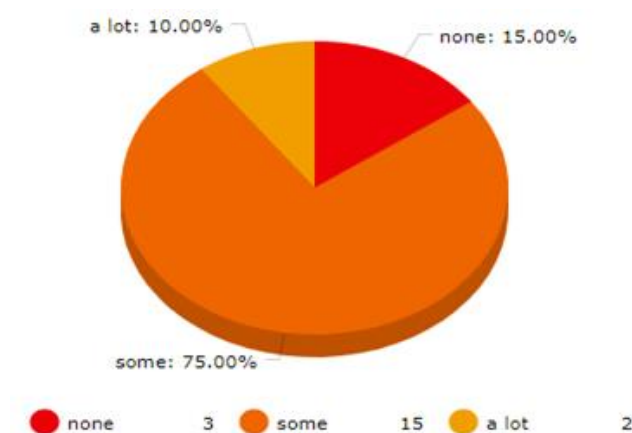
- First, an attempt to examine the intensity of student immersion in the subject matter is brought about.



Graph 3.2. Looking into Student Involvement in Class

Most learners implied that they are often involved in the lesson with a rate of 80.95%. The others opted for always involved or rarely involved at equal rates of 9.52%.

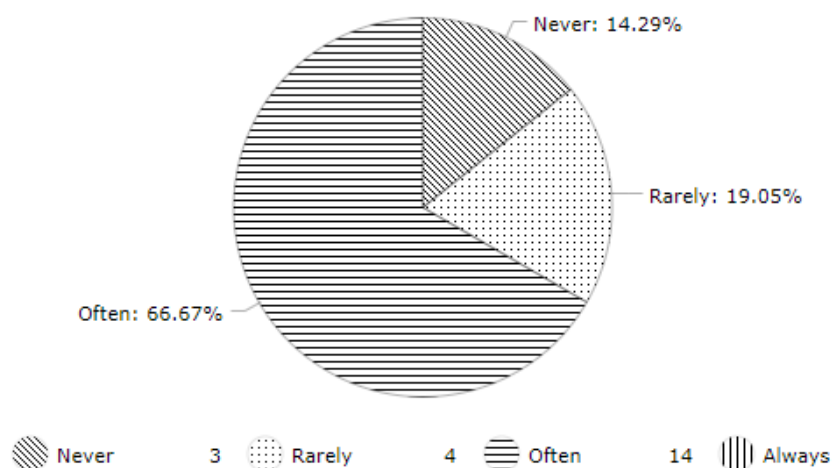
- Secondly, the questionnaire tries to investigate the extent of learner autonomy and choice provided by the teacher in the classroom.



Graph 3.3. How Much Control Students Are given Over their Learning

75% of the students set the amount of control they are being allocated from their teachers as ‘some’. 10% of them opted for ‘a lot’ while the rest, 15%, mentioned they had no control at all.

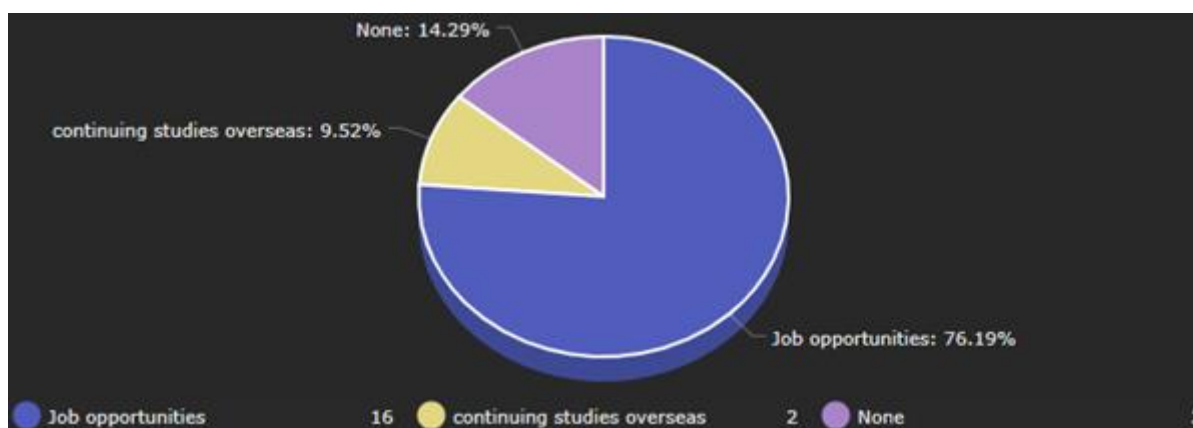
- Next, we prospect whether the learners’ thoughts are provoked by the teachers in class.



Graph 3.4. How Often Teachers Stimulate Students by Difficulty

66.67% of students estimate that they are often prompted by difficulty from their teachers. 19.05% went for rarely and 14.29% determined that they are never challenged in the classroom.

- Lastly, we consider whether learners think they are securing any type of personal benefit for their future.



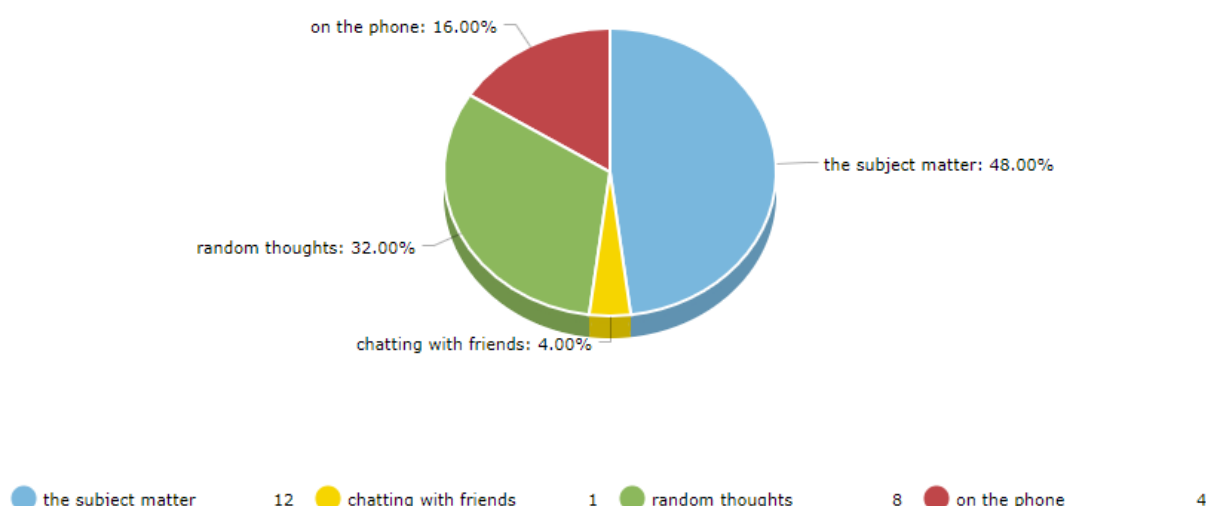
Graph 3.6. Achievement of Socio-economic Capital for Students

76.19% of the learners assured that they are continuing their studies for job opportunities. 9.52% expect to continue their studies overseas and 14.29% do not expect any opportunities provided by their degree.

❖ Investigating the Aspects that Construct Enjoyment

This investigation embodies a five-question section. These questions encompass the third section of the questionnaire.

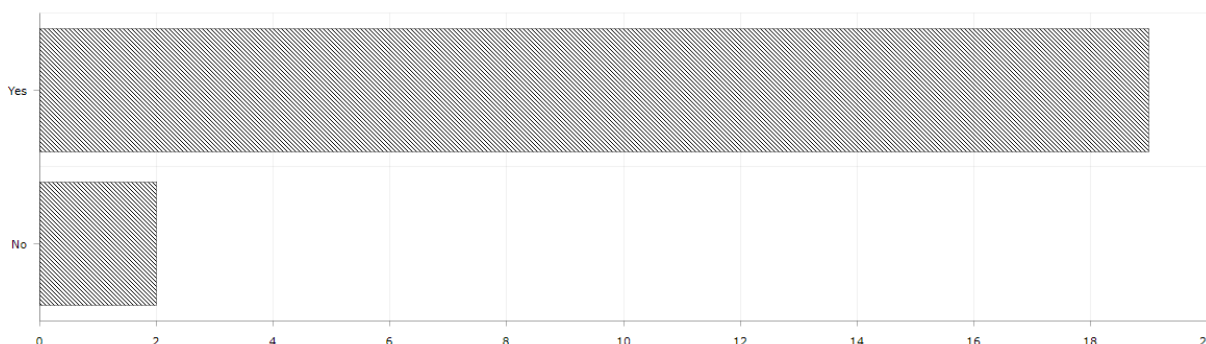
- First, an examination of learner engagement in the classroom is made.



Graph 3.5. Student Involvement in Lessons

48% of the learners figured that they spend most of their time in class involved in the subject matter. 32% said that they are busy with random thoughts. 16% assure that most of their time is spent on the phone and 4% occupy their time by chatting with friends.

- Secondly, communal relations that provide a sense of belonging for the learners are checked.

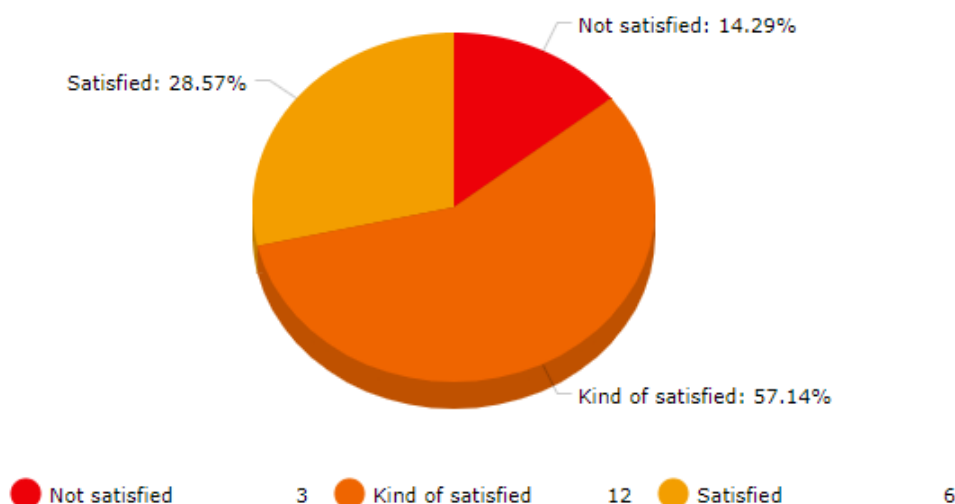


Graph 3.7. Sense of Belonging and Communal Relationships

90.58% of the students say that they do belong to a friendly group while 9.52% say that they do not.

- The third question ventures in identifying whether learners are being themselves and maintain their self-concept. 95.24% mentioned that they do have this freedom and only 4.76% say that they do not have that luxury.
- The fourth one aims at investigating learner valence about studies. 57.14% indicate that they take university learning as a chore while 42.86% reckon that they take it as pleasure.

- The last question attempts here to probe the gap between expectation and results.



Graph 3.8. Looking into the Academic Results’ Satisfactory Factor

57.14% are kind of satisfied with their academic results. 28.57% are completely satisfied while 14.29% are not satisfied at all.

❖ **Exploring to what extent enjoyment facilitates learning**

- The first question is to recognize which courses learners typically enjoy and secure a first observational environment for conducting the research observation, and have insight on learners’ views about what makes it enjoyable for them. The targeted students were surprisingly open about what they think or feel and why they find particular subjects enjoyable:

“Because the teacher encourages me to do my best”

“Because my classmates are so kind”

“The teacher allows us to communicate and express ourselves”

“Because the teacher was very cool”

“I enjoy oral expression but I do not perform better due to a lack of vocabulary”

“The teacher plays a big role in making the lecture more enjoyable”

“My group was adorable”

- The second question is for an understanding of the correspondence between enjoyment and student performance, along with their vista on why they perform better or do not in these subjects that they enjoy. Same as the first question of this section, the students were overt about their thoughts on what allowed them to perform better in these subjects:

“Yes, because I understand what I am learning”

“We can be ourselves without stress”

“It allows you to show your capabilities”

“When I enjoy it, I perform well at it”

“Because learners can be free”

“I perform better because I understand better”

“It is easier because I feel free”

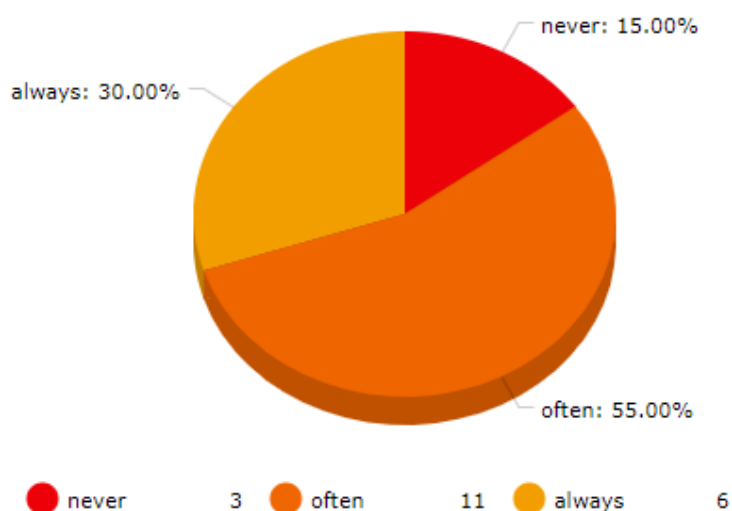
“I do not always perform better, we need it in our daily life”, the learner later advised the teachers to provide real examples or personal experiences such as anecdotes.

“Yes, because I have fun”

“The teacher knows how to make you comfortable”

❖ Teachers’ Implication in Making Classes more Enjoyable

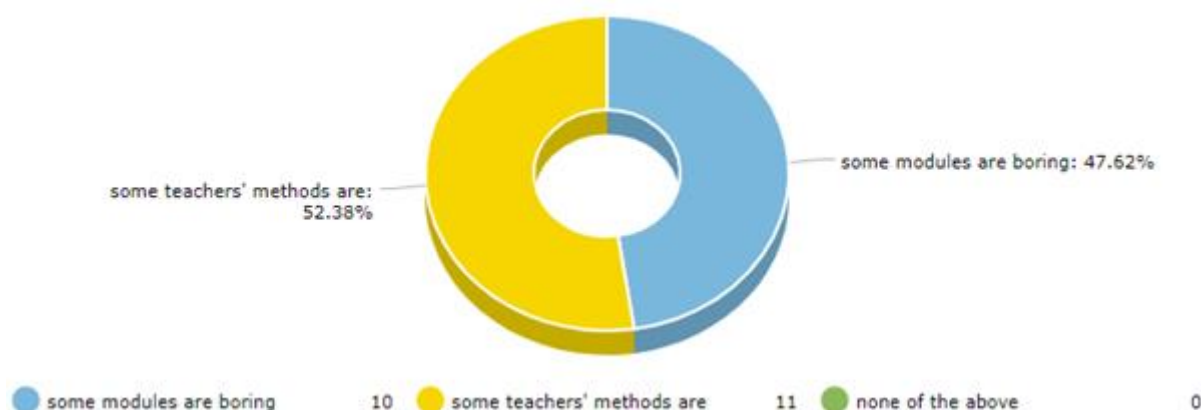
- To have a peek on teachers’ observational capabilities and care, this rating question is put in place.



Graph 3.9. Looking into Teacher Observation

55% of learners say that teachers often notice that they are bored. 30% assure that teachers always notice and 15% confirm that their feelings of boredom always go unnoticed.

- In order to target a second observational environment for conducting the research observation, students were asked to provide us with a course they usually find unenjoyable in the second question. A student then added: “It depends on the teacher”.



Graph 3.10. Investigating the Culprit behind Students' Boredom in Class

52.38% say that some teachers' methods are boring. 47.52% assure that their uninterest in the module is what makes them bored. All of them went for one of the two and no one went for the option of neither.

- For gathering data about why learners show more enthusiasm (or less) when it comes to leisure than they do about studies, they are invited to provide input on the matter. 66.67% reckon that the enthusiasm levels are higher when it comes to leisure while 33.33% acknowledge they are just as enthusiastic about either studies or leisure. One student added: "Sometimes we get bored and just want to pass those lectures rapidly"

By the very end of the questionnaire, the target students were called for to arrange ideas they may have about making their learning experience a more enjoyable one. The most common answer from the learners are jotted down as follows:

"Teachers should focus on subjects that interest the students"

"Provide opportunities for student talking time"

"Get a closer relationship between the teacher and students"

"It is important to know students, more important than teaching topics"

"Some teachers need to change their methods of teaching and interact better"

"Allow students to express themselves"

"Teachers need not be rigid with their methods and have to change them according to each classroom"

"Use more technology and internet"

"Give breaks and play with the language"

"Have a laugh"

3.1.1.2. Interpretation of Data from the Questionnaire

Almost all the learners reported that enjoyment is directly correlated with a better understanding and overall improved performance in their courses. For them, performance is

tied to freedom, comfort or directly to having fun. Unfortunately, 58.34% of the learners in class are crippled by feelings of boredom or anxiety and stress. Most of these learners do not study at this level for pleasure, but have goals to achieve such as getting their degrees and finding a job. This may be the cause for them to be stressed out and anxious or bored during class. Robert Plutchik assured that boredom ultimately leads to contempt, and the case study here is no exception since 85.71% of them dislike subjects in which they find themselves bored, making feelings of boredom a major reason for modules to be sneered. It is true that 71.43% of the learners are enjoying most of their time in the classroom but what about the other 28.57% who do not? and what are the real reasons causing these discrepancies in the classroom?

The answers to these questions may be enshrouded in the third and second section of the questionnaire where the aspects that construct enjoyment are investigated. Only 48% of the learners mention that, when in class, they are immersed in the subject matter. That means that, at least, 23.43% of the remaining students who are enjoying their time in class, but are not immersed in the lesson, are actually happy doing something other than listening to their teachers. What consolidates this fact is the students' answers on valence where 57.14% indicate that they take university learning as a chore. However, 90.58% of the students say that they do belong to a friendly group and even more (95.24%) are free to demonstrate their personalities and maintain their self-concept in class. These statistics may be an indicator that the major reason for their enjoyment in the classroom is the friendly communal relationships which they formed, and actual learning from the teachers comes second to that. A minority of the students, who neither are immersed in the course nor are they a part of the communal environment, simply do not enjoy their time in class. So, what can teachers do to ameliorate these statistics?

While exploring the four criteria necessary for enjoyment in class, most of the learners' answers indicate that these criteria are, more or less, nursed in the classroom. First, 80.95% of them say that they are often involved in the lesson. This does not imply that they are ultimately in a state of flow but certainly is contributing in achieving this particular step towards enjoying courses. Secondly, most of the learners' thoughts are often provoked by teachers in the classroom. The notion of challenge is, then, existent but not maximized. Furthermore, a majority of the learners claimed that they have some choice over the learning goals, tasks to be done, their freedom in the classroom and overall amount of control they have over how and what they are learning. For this particular group of students, this amount of control is not enough to satisfy their needs as autonomous learners and much of what is taking place in class is imposed on them. Finally, nearly all students convey that they are securing personal benefit from their university journey.

Exactly one third of the students reveal that they are very enthusiastic about studies, just as enthusiastic as in their leisure activities, while the other two thirds reckon that they would rather be doing something other than studying. These learners reported that their apathy is either due to the module, which they find uninteresting, or the teachers' ways of teaching which do not suit their preferences. Further, Students' lassitude in class goes unnoticed more often than not by teachers, and most of the comments in the questionnaire's answers point fingers at them as the only responsible for it.

The effects of grades on learners' state of mind is a serious matter which can either impede or contribute in developing an enjoyable learning atmosphere. The disclosed data here shows that only a minority of students is not satisfied with the academic results throughout their studies

at the university level. More than half of them reported that they are kind of satisfied but settle for their academic results. Only the 28.57% group of students which is satisfied with the results are encouraged to do better and keep improving.

3.1.2. Analysis of the Interview

In addition to the classroom observation and the students' responses, it was important to disclose the feedback of the teachers of the English language at the university level regarding teachers' stance vis a vis enjoyment in classrooms. These interviews help in gaining deeper insights into benefits, holdbacks and the constituents of enjoyment in class; verifying previous generalizations along with investigating the strategies and the extent to which teachers cater for this aspect of the classroom today. To analyse and discuss the teacher's answers from the interviews, we review the most important questions that are directly linked to the research questions while only referring once some fundamentally similar answers.

Through the interviews, teachers' answers about how much importance they usually accord to enjoyment in their classes are as follows: *"I do cater for enjoyment because I think it has a substantial impact on both the learning and teaching processes"*, *"Enjoyment is important for me and it should be for all teachers"*, *"you could feel there is a bit of student teacher rapport and there is a lot to be done and a lot to be said regarding this topic, and it represents an issue which needs be urgently addressed"*. Touching on whether teachers attempt consciously to showcase their enthusiasm and positive emotions towards their jobs: *"We always do, especially in the first encounters with students, but usually the enthusiasm fades away the moment we notice that the majority of students are not motivated to change their attitudes, and mainly are being lazy. However, we still remain positive and try doing our jobs in the best way we can..."*

Teachers' answers about students' lack of interest during several classes: *"Students are, most of the time, just here to be spoon-fed knowledge and they typically feel that they do not enjoy learning as much as they should be"*, *"Yes, I think so, it happens a lot. Most of the time, the teacher knows they are uninterested. In my opinion, this is because they are not intrinsically motivated for learning about that topic. It may not be appealing to them, boring, they already know it or they don't need it..."* *"When the teacher does not create amusement throughout the lesson steps, students may not be excited and can even ignore the content"*.

Their answers about the benefits that align from enjoyable learning atmosphere show that: *"There is no denying that a low anxiety filter will result in a substantial amelioration in the learning process"*, *"Enjoying learning is a good experience that every learner should have through his educational journey. Being amused acts on students' emotions. This positive attitude boosts their learning outcomes since they have become intrinsically motivated"*, *"enjoyment gives a feeling of self-satisfaction to students and this helps in being self-confident and better achievers"*. *"Feeling involved and having a purpose behind attending interesting lessons can make learners engaged and engagement improves understanding, comprehending and helps memorisation in a spontaneous way"*.

As for when enjoyment is most effectively utilized: *"We turn to enjoyment when trying to make students engaged and motivated in the learning process, it represents a means that contends passiveness and helps in raising teacher-student exchanges"*, *"These students that are reluctant to take part in the session are the main target for these enjoyable learning strategies"*.

About what causes some classes to be generally uninteresting: *“Both the students and the teachers are responsible for these unbearable dull classes; each has a part to fulfil. Also, what makes these classes dull is a multitude of reasons from which we enumerate student moods for instance, but as teachers we do our best to first be wary of the atmosphere ruling the class then get the distracted students involved”*.

Concerning some issues that contend the use of enjoyment in classes: *“The lack of teacher training and teacher experience is a reason for failure in attempting to control the atmosphere in class”, “It is important to be wary of the known strategies for making classes more fun and the issue is that some teachers are not even aware of the existence of such strategies and methods”, “The problem with teachers is that they do not plan for their lessons. This leads to a monotonous type of instructing and repetitive teaching ways, and this lack of variety ultimately ends up in bored students”*.

Relating to the strategies teachers typically employ to instil enjoyment, the teachers’ answers were as follows: *“Include the student’s name in an example, talk directly to the student, peer evaluation and assessment, group work, think pair share, but the problem is some teachers know these strategies in theory but can’t apply them properly in classes”, “Change the mood of the classroom by relieving stress using humour, telling an interesting anecdote or explaining a brief occurrence related to the lesson which may appeal for their interest. Sometimes, you need to re-explain by adopting gestures, or drawing sketches on the board ...etc”*.

When it comes to difficulties concerning enjoyable learning atmosphere, teachers’ answers announce that: *“If there is an exaggeration in the enjoyment factor, it can be harmful for the learning process. There is this clear-cut line between enjoying the lesson and being here just for fun”, “you have to keep reminding them about the goals of the lesson and refocus their minds”, “Whenever a teacher takes a bit of risk, and it back fires, the blame falls on the teacher”, “enjoyment can be easily interpreted by students as a weakness and his authority may suffer”*.

There are, on the other hand, some practical issues which may seem to be outside the teachers’ reach when trying to make classrooms more enjoyable: *”Students’ involvement suffers due to previous learning deceptions, lack of appropriate technology tools, lack of resources (authentic books or eBooks of particular topics that should cover some lessons’ content, lack of time for efficient lesson planning (long programmes, exams and exams’ corrections...), cultural misconceptions about EFL learning that haunts students’ minds along with the lack of loving language learning; some students study for the sake of getting a degree, good grades not for the love of acquiring knowledge for its own sake... plus some negative behaviours that are spread among students such as cheating....plagiarism etc..”*

One teacher related closely the state of flow with enjoying the process of learning: *“No matter what the activity is, you will be good at it because you are having fun, you will be more into it and attention is high while time flies by”*. *“I would prefer by far that a student enjoys the lesson while following and understanding over one who is just focused with me just for the sake of it. Because, the one who is enjoying the process will be more inclined to make additional efforts and be engaged in the future”*.

3.1.2.1. Interpretation of Data from the Interview

In tertiary level, few teachers take the enjoyment factor into consideration in their classes. It is conventionally of little relevance, represents a feeling which does not have its place in the classroom and is, most of the time, perceived as prohibitory for learning. Still, other teachers underline that the lack of positive energy and sense of enjoyment in classrooms is apparent and they are urging the educational community to address the issue.

Teachers admit that much of the students are bored during several classes and are clearly not enjoying learning as much as they should be. Most teachers reckon that they are often aware of their students' uninterest in the lessons and surmise that it is due to a lack of intrinsic motivation from the learners' part or the subject matter being uninteresting in its nature. However, other teachers contradict this claim by affirming that there is no such thing as an uninteresting topic and that it all depends on how the lesson is presented.

Some teachers confirm that enjoyment has a paramount role to play in the improvement of the learning experience for both learners and teachers. They report that encouraging a fun learning atmosphere in the classroom has multiple benefits. It contributes to a low anxiety filter, which aids in the amelioration of the learning process. Being amused also boosts intrinsic motivation which in turn impacts positively learning outcomes. Enjoyable content, in addition, provides a feeling of self-satisfaction which improves self-confidence, contributes to a more engaged audience and making comprehension and memorization more spontaneous.

The sense of enjoyment is utilized as a tool exploited in certain definite situations according to the interviewees. It is mainly used to catch the attention when it is lost, engage the students and to raise intrinsic motivation. It represents a means that contends passiveness and aids in raising teacher-student exchanges. Finally, they concur that these students that are reluctant to take part in the lessons are most responsive to enjoyable learning strategies. Those who enjoy the process will be more inclined to make additional efforts and be engaged in the future.

When it comes to these loathed dull classes, most teachers affirm that the burden falls upon both their shoulders and the students'. Each of the two sides from the learning spectrum has a part to fulfil in the classroom. They also relate these classes to the low intrinsic motivation of the learners, their moods and interests, what they may or may not find beneficial, logistics problems, time problems, previous learning deceptions and cultural misconceptions about EFL learning.

Feelings of enjoyment relate with many facets of the course's nature such as making it interesting say teachers: *"when discovering interesting things, students relate it to their emotions and it brings them enjoyment although this generally only happens through the earlier stages of learning"*. They also confirm that the course has to be beneficial, because aloof students only care about what has an obvious and direct impact on their academic results. Moreover, a teacher related it to properties of the state of flow such as high attention and losing the sense of time. Finally, enjoyable learning atmosphere has a direct correlation with a safe and relaxed environment for teachers.

Teachers are mistrustful towards inculcating enjoyment in classrooms because they perceive it as a precursor to disorder and loss of authority. They also keep stressing down the importance of setting the tone in class, keeping control and having good classroom management. Their concern showcases that they veer into thinking that enjoyment ultimately results in loss of

command of the classroom because there is a clear-cut line between enjoying classes and being there just to have fun. They also fear that by their attempts to create an enjoyable learning atmosphere, they may lead learners to interpret it as weakness from their part. On the other hand, they provided possible remedies to the situation such as continuously reminding the students about the goals and purposes of the lesson to refocus their minds or, in a more drastic fashion, directly addressing the disrupting students and issuing warnings to gain the authority back.

The interviewees mentioned numerous useful tips and strategies on how to make a classroom more fun for the learners. Nevertheless, most teachers fail to apply them successfully. They refer to absence of training and lack of planning ahead as the main reasons for failure to prompt student enjoyment. Some teachers are not even aware of the existence of strategies and methods that contribute to enjoyment in class. This results in a monotonous type of instructing along with repetitive teaching ways, and this lack of variety ultimately ends up in a bored audience.

3.2. General Discussion of the Results

The research first reveals that boredom can be the precursor for detrimental mindsets from the students' part and showed that it is highly likely to instigate sneered courses. Then, the research reports that most students are having fun in the classroom. The statistics garnered from the questionnaires demonstrate that the majority of the learners enjoy their time in class. On the other hand, more than half of the study case reports that university studies represent a chore for them. The conundrum is that the actual course does not represent the main origin for their feelings of enjoyment. A minority of the students does find enjoyment in the courses and instructions presented by the teachers. The majority's enjoyable times in class, however, stem from the feeling of belonging and the overall social relationships they formed during the school years. Meaning that, in terms of enjoyment, actual learning comes second to the friendly communal relationships that they formed. The rest, more than a quarter of the students, do not enjoy their time in class at all. The teachers recognize, more often than not, when their learners are uninterested in the lessons. But are they equipped with the proper tools to deal with such situations?

As a remedy to the situation of bored learners, the research suggests inculcating enjoyment in classrooms. This factor proves to facilitate the satisfaction of multiple pedagogical angles. Student performance correlates positively with freedom, comfort and the sense of fun. Enjoyment is reported to have an impact on intrinsic motivation, memory, understanding, perseverance, building a socially connected learning environment, improves creative development, increases authority over the class and discipline, dissuades task avoidance behaviours, offers more support, provides quality education, provides opportunities for autonomous learning and produces more positive evaluations from the teacher. It also aids in involving the less active students and helps in attracting their attention while inciting them to engage with the lesson resulting in improved student-teacher interaction, which is essential for EFL classes. Other negative emotions, such as anxiety or stress are mainly caused by pressure from unrealistic expectations which often remain unmonitored by teachers. These unmonitored and unrealistic expectations can then lead to disappointments and the construct of satisfaction, which is critical for learners to enjoy their courses, is jeopardized.

The majority of teachers have doubts on developing enjoyable learning atmosphere in class. Most of them do not cater for this particular aspect of learning since the traditional ways of teaching that they are used to are antagonistic to it and advocate more control, discipline and strictness in the classroom. It is of capital importance for teachers to bear some kind of authority over the course. However, associating student enjoyment with a loss of control is far from equitable. Furthermore, in view of teachers' disinclination to inculcate enjoyment, their insights on strategies and ways to bring a sense of fun to the lessons are limited. Even the teachers who accord significance to enjoyment in learning find difficulties inculcating it. This is mainly due to the limited theoretical background knowledge on the matter, lack of teacher training, lesson planning being overlooked, shortage of appropriate technology tools and insufficient time.

3.3. Recommendations

Through these findings and the theoretical framework arranged by the first and second chapters, we suggest a few ways a teacher may employ to remedy the disclosed lacunas and inculcate enjoyment in his classroom efficiently.

Primacy

Primacy, the state of being first, often creates a strong, almost unshakable impression. It is important for a teacher to take advantage of the first sessions to engrave a long lasting positive primary impression. To achieve that, use of a witty character along with demonstrating passion, enthusiasm and high energy about the job will be mirrored by the learners due to the emotional contagion influences. This, along with appealing topics, help in spreading an upbringing atmosphere in class from the very beginning of courses and, due to the effects of primacy, the students will attribute these excitement feelings to the subject in hand and retain intrinsic motivation for extended periods of time.

Valence/ Hedonic Tone and Arousal

Learners usually identify a number of elements that are part of their experience of fun and enjoyment: the activities they undertake, the process established by the teachers, interacting with others, humour, achieving, their emotions, their well-being and personal benefits. Allowing much freedom in these aspects of the classroom is important for the learners to be themselves, maintain self-concept and enjoy their time in class. What is perceived as fun and enjoyment for the learners was seen as engagement and interaction for the teachers. Ergo, interaction and engagement can be perceived as a sign for learner enjoyment in class. Learning is contingent on a willingness to engage and to persist, meaning that assessing the learning task as potentially enjoyable is important for motivation to start, is experienced as enjoyable, resulting in persistence. Ergo, teachers should show their intent to make the lessons more enjoyable and display the joy of learning themselves to generate this willingness to engage in the students. Otherwise, the unfavourable side of valence would take over the learner mindset and boredom would settle in.

Learner Autonomy and Choice

Autonomy, competence, and social relatedness are often neglected in schools. If these "basic needs" are not fulfilled, self-determined learning motivation that is strongly connected to positive emotional experiences cannot develop. There is a need to employ instructional aids

during the teaching process, to involve students in the process of designing such activities and the need to employ fun and enjoyment during the implementation of the instructional events using the multitude of strategies proposed in the literature review from which we mention taking the class outside or teaching with games. Especially at the tertiary level, the learners need be allowed to have a say and discuss how the courses should be conducted, what to learn and how to learn it. The teacher also needs to be socio-emotionally open and receive criticism or complaints from his students and, then, fine tune his ways accordingly. This results in the students' accountability and command over their own learning.

Difficulty

For most teachers, difficulty is stimulated during tests and exams only, when stress and anxiety are at their highest. It is important to challenge the students regularly through activities in the classroom. Getting familiar with the learners' interests, background knowledge and skills is paramount for prompting their thoughts by difficulty because the pre-selected activity has to be of interest to them in order to stimulate curiosity, resulting in perseverance to achieve. Their thoughts are provoked to the utmost during a demanding activity which is complicated but not unattainable, especially when allowed to cooperate and use technology to find out the answer collaboratively. This encourages the adoption of trait learning enjoyment in them which is a habitualized positive emotional reaction to learning situations in general, instead of actual learning enjoyment which is a fleeing feeling. Barrett's Problem-based learning can be effective for framing challenging tasks and activities in EFL classes and may result in 'transformative learning' and produce attitudinal changes. *'Fun without hardness is frivolity; hardness without fun is drudgery'* (Barrett, 2005, p. 121).

The State of Flow and Arousal

One has to weed out these understandings that hard work can only be effective when serious and strict and that enjoyment in class is futile. On the contrary, studying without desire has been proven to limit performance of students. Getting swept along by a sense of effortless control, clarity and concentration on an enjoyable challenge while losing the sense of time portrays the ultimate goal for both parties in class. This intense immersion is, however, scarce at the university level. In order to achieve flow, a switch from enduring learning to enjoying its process has to occur by first replacing conformity with spontaneity. Providing freedom in class whenever possible has a huge impact on immersion. Allowing the students to move, eat without bothering others, giving them brain breaks, creating learning centres, limiting the class rules...etc helps them maintain their self-concept and be more spontaneous. Notably in EFL classes, spontaneity is key to immersion because it is impossible to force someone's attention. The teacher has to seduce the listeners by his methods and the learners would, then, be instinctively absorbed. In order to 'seduce' the learners into paying attention, turning play into work and work into play and making the lessons more invigorating by means of gamification, making lessons visually compelling and using "mignonitude". Use of humour, anecdotes and stories throughout the session are also effective for consistency of attention. This is when Paul Ekman's universal facial expressions come in handy and help teachers recognize the dynamic the classroom is taking by observing the learners' faces and, then, use the different strategies appropriately at the right moments. The contexts, subjects and topics, in addition, have to be pre-planned according to the learners' interests and preferences for prompting desirable productivity instead of obligatory chores.

Learners Securing Personal Benefit

The Stage-Environment-Fit theory (SEF) conceives a decline in positive motivational factors. A mismatch between opportunities afforded by the scholastic environment and the needs of young adults is disturbing both motivation and mindsets of learners in classrooms today. Most students in their answers about securing future personal benefit from their studies show desperation. In this case, the remedies to the situation fall beyond the scope of teachers' influences, but it is beneficial for student morale to discuss such issues with experienced professionals. Teachers have then to show care, positivity, optimism and attempt to incite their students to learn for the sake of learning and self-development and encourage self-determination. The Self-Determination Theory (SDT) is a theory that teachers need to be familiarized with in order to provide support to the learners. Autonomy, competence and social relatedness all need be catered for, otherwise, self-determined motivation suffers.

Belonging

There has been extensive research on using cooperative learning strategies in the classroom. Research says that when students work together, they retain information quicker and longer, they develop critical thinking skills, and they build their communication skills. Providing opportunities for group discussion, collaboration and group problem solving would create a fun sense of community where everyone can exhibit his personality and share his interests with the others, then, form learning relationships with them. Those are a few of the benefits cooperative learning has on students, which is unfortunately underused in universities today.

Technological advancements also play a role in building a sense of belonging. Constructing a community by means of social technologies for learning is possible through implementing a social media strategy as part of a learning experience and using social networking applications and services to build groups with common interests or goals. Sharing knowledge and experience through informal networks is a motivating and fun way to learn.

Satisfaction

Most learners remain dissatisfied with their results. This seemingly innocent feeling of dissatisfaction can lead to students employing the neutralization strategy, which represents their evasion from hard work to avoid emotional harm and disappointment. The students generate inhibitions for doing more efforts in the future in fear of falling in the same outcome. This neutralization strategy aims to minimize the negative effect caused by their emotions. Its behavioural and attitudinal implications focus on the fact that students give up on being actively involved in solving learning tasks. Satisfaction is a fluid state where the calculation of the distance between expectations and results relates to shifts in expectations throughout the period of study. Therefore, catering for high unrealistic outcomes through consistent formative assessment and effective positive feedback are decisive in eradicating neutralization strategies.

Authority and Control

A teacher has to maintain a certain amount of authority. Keeping control and having good classroom management is paramount for the learning process. It is important to guide the attention towards learning and constantly remind the learners about the goals of the course. From the start of sessions, teachers need to clarify the aims behind activities and their design. Sometimes, the teacher is required to denounce the reasons behind his attempts to generate a

fun classroom atmosphere due to some students being conditioned to believe learning only occurs through serious and strict classes. However, order and command should not be prioritized over the students' freedom in class because boredom and passiveness may take place and learning is then minimized.

3.4. Conclusion

Throughout this chapter, we attempted to answer our research questions through the analysis and discussion of the findings. It was first established that most students do not enjoy learning as much as they should be. What attracts their attention and generates most joy in them is their social relationship with other learners in class. Surprisingly, teachers recognize the vicious situation and admit that most of them, especially novice ones, are not qualified, equipped or trained enough for such situations. Then, the research reveals that boredom leads to contempt towards subject matters and that it negatively influences learning outcomes. After that, it concludes that enjoyment represents a helping hand for the bored students predicament and revealed many positive effects on the learning experience in general. Experiencing enjoyment is perceived by both learners and teachers as a motivator to attend classes and learn the knowledge and skills. Fun and enjoyment are also considered as a mechanism that encourages concentration and helps in the absorption of learning. In addition, having fun is identified as a proven way to build a socially connected learning environment. Finally, the research touches on possible remedies to boredom and introduces ways to inculcate enjoyment in EFL classes.

General Conclusion

The main drive for the research is to bring positive change to the learning experience. To this end, one has to identify a problem and recognize that its resolution may require more than a simple sit down. For competent teachers, sustaining the attention of the learners for extended durations is paramount. Which is where valence comes into play, an agent that is either a promoting or a hindering one for learning in class. What is meant by valence, or hedonic tone in psychology is either the pleasure or non-pleasure of things. It represents the main variable which the research envelops by analysing student and teacher mindsets before delving into possible remedies to the issues of apathy or boredom that extensively hamper productivity and general student development. Valence is then such a coin and what need be done is flip it from the unfavourable side to the auspicious one through making classes more enjoyable.

The research purposes are to provide evidence supporting the benefits that can line up from inculcating enjoyment in classrooms today, that it is worth more than commonly conceived and to raise concern for it. It also attempts to furnish an assessment for students' attitudes towards their learning experience. This helps in highlighting the tackled problem and unfolding the sub-issues that contribute to it. Moreover, the research tries to disclose the extent to which an enjoyable learning atmosphere aids in the understanding of courses and the performance of the students in class. Of course, for the research to be most impactful, insights on what teachers can do to promote enjoyment in classrooms are examined and accustomed to the context in hand before being recommended.

The opening chapter represents a literature review which displays previous works related to the topic of enjoyment in classrooms. It commences by tackling definitions of enjoyment, its implication in the learning sphere, emotions' effects on learning, teachers' roles in making classrooms more enjoyable and, finally, negative emotions' effects on learning. This chapter is directly linked to the other two. Not only does it provide a theoretical framework in which the data collection tools were crafted upon, but also presents a range of ideas that contributed to the findings and recommendations. Moreover, the literature review delved into some views that may appear to be antagonistic to the research's main objectives, such as negative emotions as facilitators for learning. In scientific research, however, covering all sides of the spectrum is paramount in order to abolish bias and disclose realities.

As described in the second chapter, the research methodology begins by adopting an inductive research approach in order to pave a way for remedies to the issues tackled in the research questions. Opting for this method, researchers begin with specific observations, which are used to produce generalized theories and drawn conclusions. The main reason for utilizing the inductive approach is to take into account the context where research effort is active, while it is also most appropriate for small samples that produce qualitative data. However, the observations made on first year master students of Didactics and Foreign Languages at the university of Mostaganem were minimal due to the Covid-19 virus, underlining a major weakness of the inductive approach which is the production of generalized theories and conclusions based only on minute observations, thereby the reliability of research results being under question. Subsequently, a descriptive method was coupled with the inductive one to reinforce the research. Descriptive research involves the description, recording, analysis and interpretation of situations in which an issue is perceived. Its focus is on the composition of prevailing conditions and how the group behaves or functions in a particular context. It often

involves a type of comparison or contrast, which is the case of valence when it comes to our endeavour. In other words, descriptive research can be defined as a purposive process of gathering, analysing, classifying and tabulating data about current conditions, practices, beliefs, processes, trends and cause/effect relationships and then, making adequate and accurate interpretation about such data with the aid of statistical methods to either reinforce or falsify the previously proposed generalizations. For gathering data, triangulation is in order. Both qualitative and quantitative information were accumulated through questionnaires distributed to the students then conjoined with teacher interviews for extensive and confirmatory evidence. Further, the research delves into the 'why' of the rationale in order to find patches for the situation studied, securing another layer of significance to the whole.

The last chapter was devoted to the analysis and interpretation of results. First, the obtained data from the classroom observation was used to make first generalizations on which the hypotheses were based. Then, the most important responses of both the students and the teachers from the questionnaire and interviews were analysed and presented in demonstrative figures. Finally, a general discussion of all the results was provided, then followed by some proposed recommendations concerning inculcating enjoyment in EFL classes.

Fundamentally, the research attempts to prove or disprove the previously drawn hypotheses. We assumed that learners' boredom was hampering their learning. We also suggested that an enjoyable learning atmosphere may aid in cultivating engaged students and redress the situation of bored learners. Furthermore, we expected to provide teachers with some means they may adopt in class to make it more enjoyable. These previously projected hypotheses were proven to be equitable. In fact, the benefits associated with inculcating enjoyment in EFL classes surpassed our expectations and had more impact on the learning experience than antecedently anticipated.

The study depicts that enjoyment is highly appreciated by the students, but that not all teachers recognize it as an activating positive emotion in the classroom. Student autonomy and spontaneity was disfavoured by strictness and rigidity in teaching methods. It was then established by both students and teachers that learners at the tertiary level do not enjoy learning as much as they should be and that some courses are too monotone and repetitive, resulting in boredom, which is inimical to the learning process because it leads to sneered classes. The research then delves into how enjoyment can aid in the improvement of the listless learners' conundrum. Not only does it help in intrinsic motivation, attention and learning performance in general, but also enhances engagement for the long run. Optimizing the learning environment in class by a touch of fun aids in catching the interest of learners. It helps in homogenizing the classroom and involving most of the learners with the lessons, even the usually passive ones. Moreover, it helps with students relaxing and interacting both with each other and with teachers, which is crucial in EFL classes. Spontaneity, freedom and fun were straightforwardly correlated with student performance. With enjoyable learning atmosphere contributing to a low anxiety filter, students are able to maintain their self-concept, be more spontaneous and autonomic in class. For teachers, however, building an enjoyable learning atmosphere is demanding and requires a lot of effort, planning and skill. Therefore, some recommendations based on the questionnaires, interviews and the theoretical framework set in the two former chapters were suggested to assist teachers, especially novice ones, in their endeavour to make the classroom an enjoyable learning station. Negative emotions were reported from both learners and teachers to be harmful to the students' learning processes but seem convenient for teachers to set the

tone and gain authority back when lost. Therefore, they need be investigated further by weighing pros against cons for a clear-cut decision on their use in a classroom context.

Conclusively, the definite answers to this limited number of questions are yet to be completely unravelled. Therefore, along with enjoyment, we point out that there are many important underrated, disregarded or unrecognized facets to emotions' effect in teaching English as a foreign language at any level to be investigated in further research, such as eustress in education. Fun and enjoyment do have a valuable role to play in EFL classes. However, the research outcomes are yet to be trialled and experimented for confirmations and validated use. Therefore, the end results, however helpful they may seem, are to be taken with tweezers. We hope that our modest work raises the faculty's awareness about the significance of inculcating enjoyment in EFL classes and that it will help improve the learning experience.

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Appendices

Appendix (1): Checklist for observation

Examining the teachers:

1) Do the teachers cater for enjoyment in class?

Always

Sometimes

Never

2) Do they employ any strategies to make classrooms more fun?

Many

Some

None

3) The difficulties teachers face when trying to inculcate enjoyment:

4) What do teachers employ to make the classroom more enjoyable:

Examining the learners:

1) Are the learners responsive to classroom enjoyment techniques?

Yes

No

2) Are the students aroused by the lesson? (does it serve their interests)

Yes

No

Some of them

3) Are they immersed in the subject matter? (interaction and engagement)

Yes

No

Some of them

4) Are the learners in an environment where:

The teacher is source for care rather than threat

Students are cooperative and non-judgemental

Learners are themselves and demonstrate their personality in the classroom (self-concept)

5) Do the students have any control over how learning occurs?

Learning goals and if tasks and ways are imposed

Looking for accreditation rather than qualification

6) Are the four critical basic needs nursed during learning in class?

Valence (pleasure or non-pleasure)

Arousal (stimulating)

Satisfaction (gap between expectation and results)

Belonging (communal relations)

7) Which negative emotions were incited?

Sadness

Anger

Fear

Other:

8) Did negative emotions aid learning in any way?

Discipline

Order

Attention

None

Other:

Appendix (2): Student's Questionnaire

Dear fellow students, if you please, answer by underlining, circling or putting a checkmark beside your answer.

Section 1: inquiring into students' enjoyment in class.

- 1) What drives you to study at the university?
 - Joy
 - Anxiety or stress
 - Boredom
 - If other, please mention which:
- 3) Do you, for the most part, enjoy your classes?
 - Yes
 - No
- 4) Do you usually dislike subjects in which you find yourself bored?
 - Yes
 - No

Section 2: examining the four criteria necessary for enjoyment in class.

- 1) How often are you involved in the lesson?
 - Never
 - Rarely
 - Often
 - Always
- 2) How much control or choice are you offered over how lessons are introduced in class (learning goals, tasks to be done, freedom in class)?
 - None
 - Some
 - A lot
- 3) Do the teachers challenge (stimulate by difficulty) your capacities?
 - Never
 - Rarely
 - Often
 - Always
- 4) Do you think that your degrees will allow to get:
 - Job opportunities

Continuing studies overseas

Other, please mention which:

None

Section 3: investigating the aspects that construct enjoyment.

1) What do you spend most of your time thinking about in the classroom?

The subject matter

Chatting with friends

Random thoughts

On the phone

2) Do you feel like you belong to a friendly community in the classroom?

Yes

No

3) Are you able to be yourself and demonstrate your personality in the classroom?

Yes

No

4) Do you take university learning as:

A chore (burden)

Pleasure

5) How satisfied are you with your academic results (averages)?

Not satisfied

Kind of satisfied

Satisfied

Section 4: investigating to what extent enjoyment facilitates learning or not.

1) Have you ever enjoyed a class? If yes, tell us which class it is and why do you think you enjoyed it?

2) Do you perform better in these subjects that you enjoy? Why do you think that is?

Section 5: teachers' implication in making classes more enjoyable.

- 5) Do your teachers notice when you are bored?
Never
Often
Always
- 6) Which class would you describe as a boring one?
- 7) Do you think that:
Some modules are boring
Some teachers' methods are
None of the above
- 8) Are you as enthusiastic about leisure (free time activities) as on studies? why do you think that is?

Let us make the classroom more enjoyable! Give us ideas:

Thanks for your help! I hope it was not too boring.

Appendix (3): Teacher Interviews

Section 1: What teachers can do to inculcate enjoyment in classrooms:

- 1) Do you give much importance to enjoyment in your classes? Why?
- 2) Why do you think students are sometimes uninterested in some courses?
- 3) What would you do if you noticed that your students are not immersed in the lesson?
- 4) How do you think teachers can plan for lessons to be more fun to the learners?
- 5) What kind of strategies would you infuse in your courses for enjoyment? (examples)

Section 2: Does enjoyment facilitate learning in class?

- 1) In your opinion, how can enjoyment facilitate learning? (Engagement, interaction, spontaneity, memory, understanding...)
- 2) Can it hinder learning? how?
- 3) Can enjoyment help the understanding of the courses?
- 4) What difficulties would you face when trying to make the classroom more enjoyable?

Section 3: Investigating the aspects of enjoyment:

- 1) How often do you group the students? Why?

- 2) How much control or choice would you present to students over how your course should be conducted? Why?
- 3) Do you think students are able to be themselves in the classroom? (freedom and self-image)
- 4) Do you have any social media for a particular class to share extracurricular or any kind of information?
- 5) Do you try to show passion, enthusiasm, positivity or any other positive emotion during class?
- 6) Do you think inciting negative emotions (such as anger or fear) can be helpful for learning? How?